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EMOTIONAL INTELLIGENCE INSTRUCTION FOR MILLENNIALS IN
UNDERGRADUATE EDUCATION

by

JASON M POLLETT

(Under the Direction of Teri Denlea Melton)

ABSTRACT

The purpose of this study was to examine the improvement, if any, of emotional intelligence scores of students who participated in and completed the specified professional development seminar. In addition, this study aimed to examine the relationship between emotional intelligence subscales of students enrolled in a professional development seminar that focuses on enhancing the emotional intelligence. The research design for this study was an ex post facto, One Group pre-experimental correlational quantitative research design. Data from the 371 students who enrolled in the Professional Development Seminar course during academic years 2015-2017 served as the sample for this study.

This study focused on one central research question: Is there a change in students' emotional intelligence scores from the pre-test EQ-i 2.0 assessment administration to the post-test EQ-i 2.0 assessment administration after completing a Professional Development Seminar aimed at improving students' emotional intelligence? The results of this research revealed that instruction that focuses specifically on the various aspects of emotional intelligence can have a significant impact on students' emotional intelligence and can positively improve EQ-i 2.0 subscales. Out of the fifteen EQ-i 2.0 subscales, only two resulted in improvements that were not statistically significant. While not statistically significant, the study results indicate that improvements did occur. On the other hand, thirteen EQ-i 2.0 subscales resulted in improvements that were significant. This study's results provide evidence that emotional intelligence is an ability that can be improved upon if students receive specific instruction focusing on emotional intelligence.

The impact of this study is significant in that it reveals that colleges and universities can create and deliver EQ-related instruction and affect students' emotional intelligence. After graduating, students will be better prepared to succeed in the professional environment, and employers can expect to hire college graduates who possess one of the most highly desired employment traits, emotional intelligence. This study is evidence that provides a promising outlook on these efforts.

INDEX WORDS: Generational theory, Generations, Millennials, Emotional intelligence, EQ, Professional development, Professionalism, Soft skills, Career development

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UNDERGRADUATE EDUCATION

by

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EMOTIONAL INTELLIGENCE INSTRUCTION FOR MILLENNIALS
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by
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CHAPTER I

INTRODUCTION

The modern American workforce is changing, and the Millennial Generation, those born between 1980 and the early 2000s (Bannon & Meltzer, 2011; Cahill & Sedrak, 2012; Fore, 2013; Myers & Sadaghiani, 2010), are increasingly becoming the majority of employees in industry (Fore, 2013; Lykens & Pace, 2013). Employers not only possess workforces that are gender and ethnically diverse, but industry is now experiencing a sharp rise in diversity, specifically regarding age and tenure, that has not been experienced at such a level in the past (Bannon & Meltzer, 2011; Fore, 2013). Baby Boomers, those born between 1946 and 1964, Generation X, those born between the early 1960's and the early 1980's, and those considered Millennials are all represented in the American workforce in such volumes that workforce analysts are calling this the most multi-generational American workforce ever (Del Campo, 2017). This multi-generational workforce will only continue in the near future, and industry leaders must utilize best practices for professional development of the Millennial Generation in order to recruit and retain a workforce that is relying on the Millennial Generation to fulfill leadership roles (Cahill & Sedrak, 2012; Fore, 2013; Myers & Sadaghiani, 2010), as individuals in older generations retire. This need is especially important in the next decade or two, as Millennials progress into vacant leadership positions due to the exits of Baby Boomers from the workforce. Additionally, the decreasing volume of the Baby Boomers and Generation Xers results in a shortage of employees to fill the positions vacated by the retirement of the Baby Boomers. Millennials, the largest generation of all the generational groups, will be needed to fill these leadership positions in the near future (Cahill & Sedrak, 2012; Fore, 2013).

Each generation has its own set of beliefs, values, and unique identifiers (Cahill & Sedrak, 2012; Strauss & Howe, 1991). Employers benefit from possessing a solid understanding of how their employees think, their expectations, and what drives them to be productive. A better understanding of Millennials also works to successfully retain an adequate workforce (Bannon & Meltzer, 2011; Fore, 2013; Myers & Sadaghiani, 2010). Millennials will have an enormous impact on workforce populations for almost every company in America, yet the traits and belief systems of the Millennial Generation are often misunderstood. This lack of understanding could create intergenerational strife within the workforce unless companies develop strategies to better educate, train, and prepare their employees to respect differences in generations and share responsibilities with Millennials. Additionally, Millennials themselves will need to better understand how their traits are perceived by their peers and colleagues in the workforce in order to be more knowledgeable of how they can successfully solve problems and make critical decisions (Bannon & Meltzer, 2011). This ability is also considered possessing adequate emotional intelligence, often also referred to as soft skills. Emotional intelligence is generally defined as those non-technical skills that are essential to productive relationships and communication (Heckman & Kautz, 2012). Possessing adequate emotional intelligence is critical for Millennial employees to better communicate with their teammates and counterparts; the lack of this ability leads to workplace disruptions and an environment that is unproductive (Brackett, Rivers, & Salovey, 2011). Brackett, Rivers, and Salovey (2011) conducted a study that showed lower Millennial attainment in emotional intelligence skills were associated negatively with employee burnout, which can lead to workforce attrition.

Professional development programs aimed at better understanding the Millennial Generation are becoming increasingly visible in many industries, as companies create leadership

development programs that help integrate their Millennial hires into the workforce culture in ways that take advantage of the common traits that Millennials possess. Millennials typically require more flexibility, constant feedback and assessment by management, are more accepting of diversity, and are more accepting of learning new technologies than their older counterparts and colleagues (Bannon & Meltzer, 2011; Cahill & Sedrak, 2012; Fore, 2013; Lykens & Pace, 2013; Myers & Sadaghiani, 2010). These traits are typically counter to the characteristics of previous generations. The traits of Millennials can potentially cause disruption and create socialization issues for Millennials as they enter the company's workforce, because Millennials are described as being self-absorbed and impatient to earn respect from their peers (Cahill & Sedrak, 2012; Fore, 2013). Industry leaders in all sectors of the American economy are developing strategies and structures to better prepare their workforce for the Millennial flood that is both ongoing and predicted to continue at a rapid pace in the near future (Cahill & Sedrak, 2012; Fore, 2013).

Employers and industry leaders are not the only entities attempting to better prepare Millennials for the modern workforce. Colleges and universities are also creating courses, curricula, and programming that assist in the training and education of Millennials (Choi, Kim, & Kim, 2015). These efforts are aimed at developing the professionalism and soft-skill attainment of Millennial graduates, which will help Millennials as they begin their integration into the professional world. Colleges and universities are encouraging cooperative education programs and career development initiatives that will give Millennial students hands-on experience in the modern workforce in structured, education-based environments (Choi, Kim, & Kim, 2015).

Background

The following section outlines the background of this study. This study examines the emotional intelligence of Millennial college students, and thus, it is important to review the Millennial Generation and the common traits and characteristics of the Millennial Generation in the modern workplace. Specifically, it is important to examine the challenges that employers are facing with their Millennial employees and the strategies companies are utilizing to assist Millennials in their assimilation into the workforce. The Millennial Generation is the largest generation in the United States, even larger than the infamous Baby Boomer Generation (Lykens et al., 2013). In addition to its size, the Millennial Generation is also one of most unique and challenging generations in American history. The Millennial Generation is the most ethnically and racially diverse generation in America (Bannon et al., 2011; Cahill & Sedrak, 2012; Fore, 2013; Myers et al., 2010). Millennials are also very unique in that it is the first generation in America that has been surrounded by modern technology (Bannon et al., 2011; Cahill & Sedrak, 2012; Myers et al., 2010). Another quality of the Millennial Generation is that it is the most highly educated generation in American history (Bannon et al., 2011; Cahill & Sedrak, 2012).

While these characteristics are often interpreted as productive, Millennials also exhibit other traits in the workplace that are often viewed as a negative trait that leads to decreased productivity. For example, Millennials are often described as self-absorbed and valuing instant gratification (Bannon et al., 2011; Cahill & Sedrak, 2012; Myers et al., 2010). Many have labeled the Millennial Generation as the “Trophy Kid” generation (Cahill & Sedrak, 2012), and companies have noted observation of this stereotype in the workplace. Specific references to this trend are the expectation by Millennials to be included in high-level discussions and to receive constant feedback, specifically positive feedback, from their supervisors (Lykens & Pace, 2013).

Regardless of how their colleagues may interpret these traits, Millennials consider themselves consumers of education, technology, goods and services, and workforce fulfillment. These unique characteristics of the Millennial Generation are reflected in the way in which Millennial employees operate and function in the workplace (Bannon et al., 2011; Fore, 2013)

Since the Millennial Generation has become the largest generation present in the American workforce, companies across all industries are now taking considerable steps to recruit, retain, and develop Millennials (Cahill & Sedrak, 2012; Fore, 2013; Lykens et al., 2013). As Millennials accept job offers and move into the workplace, companies are now focusing on methods to assist in their integration into the workplace, which may decrease Millennial turnover (Bannon et al., 2011). Companies are literally reshaping their workforce cultures to adhere and comply with the unique expectations of Millennials. For example, Millennials desire to work in open, team environments that rely on constant communication and support from their colleagues and peers (Bannon et al., 2011; Lykens et al., 2013; Myers et al., 2010). This demand has led to ongoing investment by companies in virtualization and cloud-based technologies that allow Millennials to work together more seamlessly.

Companies are also relaxing their social media restrictions to fulfill Millennials' recognition that their constant connection to the virtual world is a right instead of a privilege or an unproductive task (Bannon et al., 2011). Another example of this is the increase in social media promotion by marketing teams within industry. Organizations of all sizes and types are recognizing who their consumers are, both internally and externally, and are changing the ways and means to satisfy those consumers. Millennial employees are also more accepting of new technologies in the workforce (Bannon et al., 2011; Cahill & Sedrak, 2012; Myers et al., 2010). Millennials are also more flexible, often demanding equally flexible work environments that rely

less on standard working hours and more on completed tasks and objectives (Bannon et al., 2011; Cahill & Sedrak, 2012; Myers et al., 2010).

This demand for more flexibility and digital connection is due in part to the Millennial desire to have a meaningful work-life balance (Bannon et al., 2011; Lykens et al., 2013; Myers et al., 2010). Millennials expect companies to allow time for personal commitments, and often utilize available benefits more than previous generations. Examples of companies recognizing this trend and adjusting workforce programs are the rise of generous employee benefits that contain traditional benefit packages such as insurance and retirement benefits, as well as on-site childcare and tuition reimbursement programs (Bannon et al., 2011; Lykens et al., 2013). The workforce expectations of Millennials have influenced companies across the nation to conform to these expectations and develop innovative programs to help recruit and retain this much needed generational cohort (Bannon et al., 2011).

Changing the operational norms and physical environment of their organizations will assist in the recruitment of Millennial prospects; however, companies must also analyze and change overall corporate culture and management style in order to better retain the Millennial generation and reduce employee turnover. As previously stated, Millennials expect open and frequent communication including communication about issues that are typically reserved for senior-management (Bannon et al., 2011). Millennials, perhaps a reflection of their constant connection through technology, desire to stay “in the know” about all matters of the company. This expectation may be interpreted as disrespect by senior or more tenured employees from previous generations, which has prompted companies to respond by creating more organizationally open environments that promote increased communication and problem-solving interactions between both Millennial employees and those of previous generations (Bannon et

al., 2011; Cahill & Sedrak, 2012; Lykens et al., 2013; Myers et al., 2010). These employer strategies also adhere to Millennials' unique value system in the workplace. Millennial employees place significantly less value on money and salary as opposed to inclusion and flexibility (Cahill & Sedrak, 2012; Lykens et al., 2013). Millennials desire to be valued, and they expect companies to provide opportunities for promotion and inclusion in decision-making. Again, this is the generation with the stereotype that all expect a trophy for participation alone (Cahill & Sedrak, 2012).

While much research has been conducted on common traits of Millennials and whether or not companies are meeting the demands of Millennials, little, if any research exists on whether or not colleges and universities are meeting the needs of employers of Millennials. Millennial professional development must be considered by not only employers themselves, but also by higher education institutions that are tasked with educating and preparing the Millennial Generation for the modern professional world (Brown et al., 2009; Schimmel et al., 2013). For this reason, it is imperative that colleges and employers better understand what skills Millennials must possess for companies to succeed in the modern economy and for them to succeed in the professional environment.

Numerous studies show that emotional intelligence is one of the most highly desired skills in the workplace (MacDermott & Ortiz, 2017; Montague & Violette, 2017; Tulgan, 2016). Emotional intelligence, sometimes referred to as people skills or soft skills, is broadly defined as personal attributes that enable someone to interact effectively and harmoniously with other people. Emotional intelligence includes a wide variety of business-related skills such as interpersonal skills, likability, time management, and organizational skills to name a few (MacDermott & Ortiz, 2017; Montague & Violette, 2017; Robles, 2012; Tulgan, 2016).

Employers in the modern economy are focusing on those with emotional intelligence and how to recruit people who possess these skills, because the modern-day company is seeking graduates who can better communicate and work well with their colleagues (Heckman, 2012; Klaus, 2010; Robles, 2012). Graduates' possession of emotional intelligence is important in both the hiring process and the process of being successful in integration and retention in the workplace (Heckman, 2012; Klaus, 2010; Robles, 2012). Research shows that a lack of emotional intelligence can negatively affect a worker's career, even if the worker possesses strong technical skills in the given workplace (Klaus, 2010; Robles, 2012). Even further, research has also demonstrated that emotional intelligence is correlated to higher levels of promotion to management positions (Heckman, 2012; Robles, 2012). Employers have taken notice of this need and have demonstrated the overwhelming desire to recruit and retain individuals who possess the emotional intelligence needed to be successful in the workplace; however graduates from higher education institutions are entering the workforce lacking in emotional intelligence development (Robles, 2012). Research (e.g., Heckman & Kautz, 2012; Klaus, 2010; Multi-Health Systems, 2011) shows that emotional intelligence has become the most desired traits of college graduates by employers, yet many college graduates are lacking in the development of interpersonal and communication skills. In addition, research (Lykens & Pace, 2013) has shown that companies are struggling to recruit and retain Millennial employees, which is contributing to enormous costs in both turnover and training. It is important to determine if instruction focused on developing emotional intelligence can impact the emotional intelligence scores of Millennials in a higher education setting.

Statement of the Problem

Research has shown that companies are experiencing difficulty with the integration and assimilation of Millennials into the workforce, which is a problem that was not widely experienced with earlier generations such as the Baby Boomers and Generation X. This problem results in an enormous cost to employers and organizations through advertising, interviewing, screening, and hiring. In addition, training and onboarding of new employees are time-consuming and expensive. Some studies have indicated that employers invest 10-20% of an employee's salary on training and development. Employers have been seeing decreased customer service to clients due to the new employee's lack of experience in solving the day-to-day problems that arise as well as fostering new relationships with existing clients and customers.

High turnover has a cultural impact on the organization as a whole. Studies (e.g., Ertas, 2015; Mohammed, 2016; Ross & Rouse, 2015) have shown that other employees will disengage in high turnover environments and productivity decreases across the entire team. This dilemma is evidence that colleges and universities as a whole are not doing enough to properly train and educate Millennials on their own professional and career development before they enter the professional workplace. To help solve this problem, colleges and universities should focus more on developing students' emotional intelligence. This should assist with graduates' ability to integrate and "fit in" to the workplace by developing their ability to express themselves emotionally while maintaining empathy, which will assist in developing interpersonal relationships that encourage collaboration and mutual respect in the workplace. While previous research has focused on the common traits and behavior patterns of the Millennial Generation (Bannon et al., 2011; Cahill & Sedrak, 2012; Lykens et al., 2013; Myers et al., 2010), there is a lack of research on what can be done to alleviate the issues and challenges associated with the

stereotypical Millennial behaviors such as entitlement and narcissism, which will help in the effort to decrease Millennial employee turnover. This study sought to analyze the effect, if any, that a college/university instruction focused specifically on emotional intelligence can have on the emotional intelligence of Millennials.

Purpose Statement and Research Questions

Research shows that companies are experiencing difficulty with the integration and assimilation of Millennials into the workforce, which is a problem that was not widely experienced with earlier generations such as the Baby Boomers and Generation Xers. The purpose of this study was to examine the improvement, if any, of the emotional intelligence scores of students who participated in and completed the professional development course. In addition, it sought to examine the relationship between the various emotional intelligence subscales of the EQ-i 2.0 results of students enrolled in a professional development course that focused on enhancing emotional intelligence. This study used assessment data from students at a public, regional university and used the following research questions for guidance:

Q1. Is there a change in students' emotional intelligence scores from the pre-test EQ-i 2.0 assessment administration to the post-test EQ-i 2.0 assessment administration after completing a Professional Development Seminar aimed at improving students' emotional intelligence?

Significance of the Study

The limited volume of research contributes to the challenge that there may not be a sufficient number of Millennials who are professionally ready to fill the vacant leadership roles in organizations. Companies are struggling to develop programs that assist in the overall professional development of their Millennial employees, which may aid in decreasing higher

turnover and costs for the company. These data contribute to the better understanding of Millennial professional development and development of future research on Millennials' professional development and self-perception. Millennial graduates will be increasingly depended upon to fill the leadership positions in industry vacated by the Baby Boomer Generation. With the common characteristics of the previous generations still largely present in the American workforce, the Baby Boomers and Generation X have been widely examined and researched. Executives and other industry leaders generally understand these prior generational norms, yet some of the Millennial generation's characteristics remain misunderstood or incorrectly interpreted by their coworkers and workplace leaders.

Procedures

The overall research design for this study is ex post facto, One-Group Pre-Experimental Design with a Pre-Test, Post-Test component. This specific research design is appropriate for this study, because ex post facto studies are after-the-fact research designs, meaning the investigation starts after the fact has occurred without interference from the researcher. This study was conducted after-the-fact, specifically after the research subjects had completed both the pre- and post-test EQ-i 2.0 assessments as well as the Professional Development Seminar, the name of the course that focuses on emotional intelligence.

The data sources for this study were the results of the EQ-i 2.0 assessment completed by students who voluntarily participated in the Professional Development Seminar at a public, comprehensive university in southeast Georgia during the 2015-2017 academic years. The EQ-i 2.0 Assessment, developed by MultiHealth Systems, Incorporated, is a 133-item questionnaire that assesses emotional intelligence by giving participants a overall, total emotional intelligence score (MHS, 2011). The total composite scale is accompanied by five

sub-composite areas consisting of fifteen subscales that focus on specific areas of emotional intelligence.

Definitions of Key Terms

For the purposes of this manuscript, the following terms will be utilized based on the definition provided by Multi-Health Systems, Inc. (Smith, 2007).

Millennials - Millennials are a generational cohort in America that were born between 1980 to the early 2000's.

Emotional Intelligence - Emotional Intelligence (EI) is broadly defined as the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. For the purposes of this study, EI will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Self-Regard - Self-Regard is respecting one's self while understanding and accepting one's strengths and weaknesses. For the purposes of this study, Self-Regard will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Self-Actualization - Self-Actualization is the willingness to persistently try to improve oneself and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life. For the purposes of this study, Self-Actualization will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Emotional Self-Awareness - Emotional Self-Awareness is recognizing and understanding one's own emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact they have on one's thoughts and actions. For the purposes of this study, Emotional Self-Awareness will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Emotional Expression - Emotional Expression is openly expressing one's feelings verbally and non-verbally. For the purposes of this study, Emotional Expression will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Assertiveness - Assertiveness involves communicating feelings, beliefs, and thoughts openly, and defending personal rights and values in a socially acceptable and non-aggressive way. For the purposes of this study, Assertiveness will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Independence - Independence is the ability to be self-directed and free from emotional dependency on others. For the purposes of this study, Independence will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Interpersonal Relationships - Interpersonal Relationships refers to the skill of developing and maintaining mutually satisfying relationships. For the purposes of this study, Interpersonal Relationships will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Empathy - Empathy is recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings. For the purposes of this study, Empathy will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Social Responsibility - Social Responsibility is willingly contributing to society, to one's social groups, and generally to the welfare of others. For the purposes of this study, Social Responsibility will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Problem Solving - Problem Solving is the ability to find solutions to problems and situations where emotions are involved. Problem Solving includes the ability to understand how

emotions impact decision-making. For the purposes of this study, Problem Solving will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Reality Testing - Reality Testing is the capacity to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective. For the purposes of this study, Reality Testing will be defined as a score on the EQ-2.0 (MHS, 2011).

Impulse Control - Impulse Control is the ability to resist or delay an impulse, drive, or temptation to act and involves avoiding rash behaviors or decision-making. For the purposes of this study, Impulse Control will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Flexibility - Flexibility is adapting emotions, thoughts, and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas. For the purposes of this study, Flexibility will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Stress Tolerance - Stress Tolerance involves coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner. For the purposes of this study, Stress Tolerance will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Optimism - Optimism is an indicator of one's positive attitude and outlook on life. For the purposes of this study, Optimism will be defined as a score on the EQ-i 2.0 (MHS, 2011).

Descriptive Statistics - Descriptive statistics are numbers that are used to describe and summarize data.

Chapter Summary

Recruitment, integration, and turnover within Millennial employees is an extremely high cost facing companies and organizations in the modern American economy. As employers are

faced with an aging workforce, the need to recruit Millennials to replace retiring workers is a constant challenge and demand that will only grow in the near future. Yet, colleges and universities are graduating more and more Millennial graduates who do not have the necessary skills to properly integrate and succeed in the professional environment. Studies (Codier, Kamikawa, Kooker, & Shoultz, 2009; Magnano, Craparo, & Paolillo, 2016) show that emotional intelligence is correlated with higher job performance, employee commitment, and workforce retention. Emotional intelligence is among the most desired skills in the modern economy, so it is imperative that one examines Millennial development of emotional intelligence competencies from graduates of colleges and universities.

The purpose of this study was to examine the relationship between emotional intelligence overall score and subscales of students enrolled in a professional development seminar that focused on enhancing emotional intelligence. In addition, this study aimed to examine the improvement, if any, of emotional intelligence scores of students who participated in and completed the professional development seminar. The results of this study provided valuable knowledge and insight for administrators involved in the overall career development of students and employer recruitment for organizations.

CHAPTER II

REVIEW OF LITERATURE

This chapter provides a brief description of the literature used in research for this study. The following review of literature will briefly describe three guiding theories for this study: Generational Theory; Career Development Theory, specifically focusing on the works of Donald Super's Life-Span, Life-Space Theory and John Holland's Occupational Codes and Themes; and Emotional Intelligence. In addition, the literature review will describe common workplace-related characteristics of the Millennial Generation.

Generational Theory

Strauss and Howe (1991) developed the Strauss-Howe Generational Theory and published their research in the groundbreaking book *Generations*. The text and theory provided a historical analysis of America's generational cohorts dating back to 1584. Strauss and Howe conducted their research (1991) in hopes of identifying generational trends and reoccurrences. Their work established the notion that each generation has unique characteristics such as belief systems, norms, attitudes, and behaviors. This concept has been both accepted and criticized, yet Strauss and Howe's (1991) research has certainly impacted the way in which scholars and business leaders have interpreted generations in the American workforce.

Strauss and Howe (1991) categorized generations based on a twenty-year cycle, which reflects the time in which individuals or groups as a whole move from one life role to the next. Strauss and Howe labelled these events as *turnings*, and each turning lasts approximately 20-22 years. Strauss and Howe identified (1991) four distinct turnings: High, Awakening, Unraveling, and Crisis. These turnings represent the theorized pattern of generational events which influence the way in which members of each generation live and work. The Strauss-Howe Generational

Theory stated that each generation experiences four turnings approximately every 80 years. Each generation is also labelled as being either dominant or recessive. The Millennial Generation is considered to be a dominant generation, specifically labelled as a Hero Generation. A dominant generation is characterized as exhibiting more independent behavior while a recessive generation is characterized as being more dependent. Hero Generations are unique in that they experience trouble and hardship at an early stage of development, hence moving forward in the timeline of life with an altered belief system in response to that crisis.

The Millennial Generation

The Millennial Generation has many unique characteristics that are often misunderstood and that misunderstanding of the Millennial Generation results in many challenges. The Millennial Generation has many names such as Generation Y, Millennial, Echo Boomers, and many others (Bannon, Ford, & Meltzer, 2011; Cahill & Sedrak, 2012; Fore, 2013). For the purpose of this study, the generation following Generation X will be referred to as *Millennials*. Millennials are a generational cohort in America that were born between 1980 to the early 2000's (Bannon, Ford, & Meltzer, 2011; Cahill & Sedrak, 2012; Fore, 2013; Lykens & Pace, 2013). The Millennial Generation is the largest generation in the United States, even larger than the infamous Baby Boomer Generation, which constitutes those born between the years 1946 and 1964 (Lykens & Pace, 2013).

The Millennial Generation is the most ethnically and racially diverse generation in America (Fore, 2013; Bannon, Ford, & Meltzer, 2011; Cahill & Sedrak, 2012; Myers, & Tucker, 2005). The Millennial Generation is significantly more diverse than their generational predecessors in part due to the fact that many Millennial individuals are the children of immigrant families. The Millennial Generation is also unique in that it is the first generation in

America that has been surrounded by modern technology (Bannon, Ford, & Meltzer, 2011; Cahill, & Sedrak, 2012; Myers, & Tucker, 2005). Unlike previous generations, modern technology, specifically in the fields of computing and access to information, have shaped and influenced the Millennial mindset. The rise of hand-held and cellular devices, along with the declining costs associated with producing content, have made the Millennial Generation the largest digital consumer in the country (Bannon, Ford, & Meltzer, 2011). Increased use of and reliance on technology by the Millennial Generation also affects the way Millennials communicate. Millennials are much heavier users of social media and other digital communication platforms than previous generations. Millennials are more confident in the safety and convenience of modern technology such as purchasing with credit cards on the Internet (Bannon, Ford, & Meltzer, 2011; Cahill, & Sedrak, 2012; Myers, & Tucker, 2005; Fore, 2013).

Another unique characteristic of the Millennial Generation is that it is the most highly educated generation in American history (Bannon, Ford, & Meltzer, 2011; Cahill, & Sedrak, 2012). The Millennial Generation grew up with the expectation to attend a higher education institution, and many students enrolled in higher education during challenging economic times in America. These two factors combined to create the largest generational cohort to hold degrees and certificates in post-secondary education.

In addition to the demographic characteristics that are unique to the Millennial Generation, the ways in which Millennials operate in the workplace are also distinct. Millennial employees often demand frequent communication and feedback from all members, especially supervisors and managers (Bannon, Ford, & Meltzer, 2011; Cahill & Sedrak, 2012; Myers, & Tucker, 2005). Millennials also desire to work in teams, are more accepting of diversity, and desire to work in environments that provide meaningful fulfillment. Examples of this are

Millennials' desire to work in organizations that have a high emphasis on corporate welfare and services (Cahill, & Sedrak, 2012; Myers, & Tucker, 2005). While these characteristics are often interpreted as productive, Millennials also exhibit other traits in the workplace that are often viewed as a negative trait that leads to decreased productivity. For example, Millennials are often described as self-absorbed and valuing instant gratification (Bannon, Ford, & Meltzer, 2011; Cahill, & Sedrak, 2012; Myers, & Tucker, 2005). Many have labeled the Millennial Generation as the "Trophy Kid" generation (Cahill, & Sedrak, 2012), and companies have observed this stereotype in the workplace. Specific references to this trend is the expectation by millennials to be included in high-level discussions and to receive constant feedback, specifically positive feedback, from their supervisors (Lykens & Pace, 2013). Regardless of how their older colleagues may interpret these traits, millennials consider themselves consumers of education, technology, goods and services, and workforce fulfillment. These unique characteristics of the millennial generation are reflected in the way in which millennial employees operate and function in the workplace.

Millennials and the Workplace

Companies across all industries are beginning to understand and accept this new reality and are now taking considerable steps to recruit, retain, and develop Millennials (Cahill, & Sedrak, 2012; Lykens & Pace, 2013). As Millennials accept job offers and move into the workplace, companies are now focusing on methods to assist in their integration (Bannon, Ford, & Meltzer, 2011). Companies are literally reshaping their workforce cultures to adhere and comply with the unique expectations of Millennials. For example, Millennials desire to work in open, team environments that rely on constant communication and support from their colleagues and peers (Bannon, Ford, & Meltzer, 2011; Myers, & Tucker, 2005). This demand has led to companies' ongoing investment in virtualization and cloud-based technologies, which encourage collaboration and teamwork. Companies are also relaxing their social media restrictions to fulfill Millennials' recognition that their constant connection to the virtual world is a right instead of a privilege or unproductive task (Bannon, Ford, & Meltzer, 2011). Another example of this is the increase in social media promotion by marketing teams within industry. Organizations of all sizes and types are recognizing who their consumers are, both internally and externally, and are changing the ways and means to satisfy those consumers. Millennial employees are also more accepting of new technologies in the workforce (Bannon, Ford, & Meltzer, 2011; Cahill, & Sedrak, 2012; Myers, & Tucker, 2005), and millennials are more flexible, often demanding equally flexible work environments that rely less on standard working hours and more on completed tasks and objectives (Bannon, Ford, & Meltzer, 2011; Cahill, & Sedrak, 2012; Myers, & Tucker, 2005).

This demand for more flexibility and digital connection is due in part to Millennials' desire to have a meaningful work-life balance (Bannon, Ford, & Meltzer, 2011; Cahill, &

Sedrak, 2012; Myers, & Tucker, 2005). Millennials expect companies to allow time for personal commitments, and often utilize available benefits more than previous generations. Companies are recognizing this trend and adjusting to the new demands by developing workforce programs that target Millennial preferences as well as offering generous employee benefits that contain traditional benefit packages such as insurance and retirement benefits as well as on-site childcare and tuition reimbursement programs (Bannon, Ford, & Meltzer, 2011; Lykens & Pace 2013). The workforce expectations of Millennials have influenced companies across the nation to conform to these expectations and develop innovative programs to help recruit and retain this much-needed generational cohort (Bannon, Ford, & Meltzer, 2011).

While changing the structure of their organizations will assist in the recruitment of Millennial prospects, companies must also analyze and change overall corporate culture and management style in order to better retain the Millennial generation and reduce employee turnover. Millennials expect open and frequent communication including communication about issues that are typically reserved for senior-management (Bannon, Ford, & Meltzer, 2011). Millennials desire to stay “in the know” about all matters of the company, which could be a reflection of their constant connection through technology. This expectation may be interpreted as disrespect by senior or more tenured employees from previous generations, which has prompted companies to respond by creating more organizationally open environments that promote increased communication and problem-solving interactions between both Millennial employees and those of previous generations (Bannon, Ford, & Meltzer, 2011; Cahill, & Sedrak, 2012; Myers, & Tucker, 2005). These employer strategies also adhere to Millennials’ unique value system in the workplace. Millennial employees place significantly less value on money and salary as opposed to inclusion and flexibility (Bannon, Ford, & Meltzer, 2011; Cahill, & Sedrak,

2012; Myers, & Tucker, 2005). Millennials desire to be valued, and they expect the companies to provide opportunities for promotion and inclusion in decision-making. From the shifting management philosophies to restructuring how employees achieve their goals and objectives, companies across all industries are attempting to recruit and retain Millennial prospects in order to fill their impending leadership and personnel gaps (Fore, 2013; Bannon, Ford, & Meltzer, 2011). While these efforts have proven to be quite successful in that respect, additional professional development must be considered by not only employers themselves, but also by higher education institutions that are tasked with educating and preparing the Millennial generation for the modern professional world (Brown & Ferrill, 2009; Schimmel & Yahl, 2013).

Career Development Strategies and Higher Education

Colleges and universities have focused on the holistic development of students through academic advisement, career advisement, and experiential learning programs. These efforts, in combination with learning and research efforts, provide the academic and professional foundation for students who are at the beginning of their professional careers (Brown & Ferrill, 2009; Schimmel & Yahl, 2013). Universities have shifted their academic advisement philosophies from a directive and prescriptive format to a developmental format (Brown & Ferrill, 2009). The developmental format of academic advisement relies on the student-advisor relationship, which focuses on the student's individual growth and development. These efforts have successfully increased retention, progression, and graduation of the student, yet they do not adequately prepare the student for the professional world. Colleges and universities must invest in curriculum that enforces career development theory and promotes experiential education (Brown & Ferrill, 2009; Schimmel & Yahl, 2013).

The Holland Codes or The Holland Occupational Themes (RIASEC)

Holland is one of the most prominent and cited career development theorists; in fact, many strategies by Career Services professionals rely on his research (Hargett, 2011; Richards, 2005). Holland's RIASEC model intends to empower individuals to make career decisions that enforce and align with one of six personality types experienced: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Each personality type by Holland has a corresponding work environment that is in alignment with the personality type. Holland emphasized the process in which individuals seek work environments that will allow them to utilize their individual skills and abilities while expressing their values and attitudes (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Holland's theory expresses how individuals interact with the characteristics of their external environment based upon their personality type.

Holland's Realistic Personality Type, or "the doers," includes individuals who have athletic abilities and prefer to work with tangible objects such as tools and who prefer to work in outdoor environments (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Other characteristics that can be used to describe the realistic personality type are conforming, materialistic, persistent, and practical. The realistic environment is one that encourages individuals to work with their hands and experience the world in tangible and traditional ways, with job categories such as mechanics, mechanical engineers, and laboratory technicians (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005).

Holland's Investigative Personality Type, or "the thinkers," includes individuals who prefer to observe the world and solve problems (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Other characteristics of the investigative personality types are those who enjoy

solving mathematical and other scientific problems, as well as individuals who enjoy the task of research and analysis. The investigative environment is one that involves the symbolic and systematic investigation of natural phenomenon (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Typical job categories of the investigative environment are in the areas of science, research, and social science areas.

Holland's Artistic Personality Type, or "the creators," is described as individuals who prefer to work in artistic and innovative tasks (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). People who are in the Artistic Personality Type are often seen as creative, artistic and nonconforming, and are often described as free from pre-determined structure while requiring individuals to express themselves in imaginative thought and tasks (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Typical job types that are often associated with the Artistic Personality and Environment are actors and actresses, interior designers, and practically any other art-related field.

Holland's Social Personality, or "the helpers", is described as individuals who prefer to work with others with the goal of helping, training, or healing (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Other traits and characteristics of the Social Personality Type are friendly, helpful, generous, and responsible and are often described as one that requires individuals to see themselves as helping and caring for others. The Social Environment also rewards people who display an affection to help others in need, thus typical job types and categories that are often associated with the Social Personality Type and Environment are teachers, physicians, and social workers (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005).

Holland's Enterprising Personality Type, or "the persuaders", is also described as individuals who prefer to work with people. However, unlike the Social Personality Type, the Enterprising Personality Type prefers to work with people in contexts that involve persuasion, leading, and managing (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Other traits and characteristics of the Enterprising Personality Type are self-confident, assertive, and extroverted and are often described as one that required individuals to work in areas that require the leadership and persuasion of others for either organizational or self-interest goals and objectives. Typical jobs that are often aligned with the Enterprising Personality Type and Environment are in the areas of business, law, and finance (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005).

Finally, Holland's Conventional Personality Type, or the "organizers", is described as one that prefers to work with data and numbers as well as follow the commands and direction from others (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Other traits and characteristic of the Conventional Personality Type are well-organized, methodical, practical, and systematic and are often described as one that requires individuals to see themselves as practical and able to organize and manipulate data. The Conventional Environment also exhibits clerical activities that assist in the achievement of organizational goals (Hargett, 2011; Holland, 1997; Jordan, 1983; Richards, 2005). Typical job types and categories that are often associated with the Conventional Personality Type and Environment are in the fields of insurance, accountancy, and data analysis.

In addition to the Personality Types and Environments, Holland's theory focuses on two concepts that assist counselors in their efforts to help individuals choose a career field and/or major of study: differentiation and congruence (Hargett, 2011; Holland, 1997; Richards, 2005).

Differentiation is the degree of difference between the various personality types for a given individual. Congruence is the degree of fit between an individual's personality type and the environment in which that same individual operates or aspires to operate. Tools have been created and utilized by career counselors to help students identify their personality type based on Holland's theory, and align that personality type with a proper work environment. Career counselors will then assist the student in identifying which areas of study best prepare that individual for that specific work environment (Hargett, 2011; Holland, 1997; Richards, 2005).

Donald Super's Life-Span, Life-Space Theory

Super (as cited in Langston, 2012, and Savickos, 2002), like Holland, is one of the most prominent career development theorists, with a focus on development over the entire life of an individual. Super's research focuses on life-span, life-space, and self-concept. The life-span suggests a developmentally continuous framework over the entire life of an individual from early childhood through retirement age (Langston, 2012; Savickos, 2002). During the growth stage, ages four through thirteen, individuals are curious about their interests and begin to explore and experiment with those curiosities (Langston, 2012; Super, 1990, 1996; Savickos, 2002). In the exploration stage, ages fourteen through twenty-four, individuals will begin to narrow their career choice or choices and begin the necessary training intended to provide the foundation for that career choice or choices (Langston, 2012; Super, 1990, 1996; Savickos, 2002). In the establishment stage (25-45), individuals begin to solidify their choice and build a professional reputation in their field (Langston, 2012; Super, 1990, 1996; Savickos, 2002). In the maintenance stage (45-65), individuals will continue to advance and innovate in their field in order to avoid stagnation (Langston, 2012; Super, 1990, 1996; Savickos, 2002). Finally, individuals enter the disengagement phase, which is the process in which individuals retire and leave the workplace

(Langston, 2012; Super, 1990, 1996; Savickos, 2002). While each stage of life-span theory is critical in the overall career development of an individual, colleges and universities are often focused on the exploration stage due to the average age and development at which college students arrive on campus. Colleges and universities employ a wide range of efforts and strategies to assist in the movement of individuals through the Exploration phase of Super's Theory.

Super's (1996) research also focuses on the concept of life-space. Super's Life-Space Theory states that individuals seek a career that helps them earn a living, yet they are also serving in various roles in their personal and family settings (Langston, 2012; Super, 1990, 1996; Savickos, 2002). Super focused on nine major life roles: Child, Student, Leisurite, Citizen, Worker, Spouse/Partner, Homemaker, and Parent. In addition to these life roles, Super provided four Life Theaters in which one operates: Home, School, Workplace, and Community (Langston, 2012; Super, 1990, 1996; Savickos, 2002). Super emphasized that these life roles and theaters are not static and separate from each other. Individuals may be in multiple life roles and theaters simultaneously, which speaks to the complexity of career development in individuals (Langston, 2012; Savickos, 2002).

Finally, Super's research focuses on the concept of self, which is how individuals see themselves at a given point in their life (Langston, 2012; Savickos, 2002). Super's theory is an ongoing, developmental process, and the self-concept piece of his research is indicative of this process. As self-concept changes and moves over time, an individual's Life-Span and Life-Space are changing as well.

Colleges and universities have invested in professionals to assist students in their career and professional development. Professionals in Career Services operations rely on the research

conducted by Super and Holland (Reardon & Bullock, 2004) as theoretical and empirical guidance in order to maximize efforts to assist graduates with their career goal-setting and achievement (Super, Savickas, & Super, 1996). It is important to analyze some of the strategies utilized by Career Services professionals in order to better understand the experiences and interventions experienced by college students, specifically Millennial college students.

Context of Study

Colleges and universities across the nation employ Career Services professionals in order to fulfill the mission of assisting students in their overall career and professional development. In order to achieve this goal, Career Services Centers utilize a variety of tools and strategies that, when used together, offer a holistic and individualized approach to students based on their current needs (Choi, Kim, & Kim, 2015). A recent study (Choi, Kim, & Kim, 2015) indicated that students who engage in a variety of career interventions, such as career counseling, career guidance education, and experiential learning experiences, demonstrated greater career development than participants who engaged in fewer or limited ranges of career development interventions. Research (Lamb, 2015) has suggested that modern day students need additional focus on the areas of soft skill development and career preparation. In a recent study of students from four colleges and universities, findings illustrated a significant need for students to increase formal training in soft skills, business skills, and access to knowledge bases in preparation for their professional fields (Lamb, 2015). Lamb's (2015) study also indicated that career development should be incorporated into the curriculum throughout the entire period of enrollment and should be delivered by personnel with content knowledge and experience in industry (Lamb, 2015). Finally, a recent study concluded in a positive correlation between experiential learning and the participants' self-concept and overall career development,

especially in those individuals with learning styles that may not match the traditional style of instruction in the classroom (Peterson, 2003). For this particular study, it is important to analyze the efforts and strategies currently being utilized at the regional university in southeast Georgia in which the study is being conducted.

Career Services Structure

The Office of Career Services is a part of the Student Affairs and Enrollment Management Division of a large, regional university in southeast Georgia with approximately 20,000 undergraduate and graduate students pursuing 124 degree programs. The university provides a centralized Office of Career Services that serves all current and former students in their professional and career development. The Office of Career Services consists of three teams: Career Development, Experiential Learning, and Employer Relations.

The Career Development Team consists of six full-time professionals, Career Development Specialists, who are assigned to specific colleges on campus. Each Career Development Specialist supervises a Graduate Assistant. In addition to the professional staff members and Graduate Assistants, the Career Development Team employs ten student workers, Career Educators. The Career Development Team works primarily with students and faculty from the various colleges and academic programs on campus.

The Experiential Learning Team consists of two full-time professionals: an Assistant Director of Experiential Learning and a Coordinator of Experiential Learning Instruction. In addition to the professional staff members, the Experiential Learning Team employs three teaching assistants from the Doctor of Psychology Program within the College of Liberal Arts and Social Sciences. The primary responsibilities of the Experiential Learning Team is to coordinate the university-wide internship and co-op program as well as provide academic and

non-academic courses for students either engaged in experiential learning opportunities or enrolled in career development courses.

The Employer Relations Team consists of three full-time professionals: an Associate Director, a Coordinator of Events and Programs, and a Coordinator of Employer Development. In addition to the three full-time professionals, the Employer Relations Team employs three graduate assistants and four undergraduate student works assigned to various tasks to assist in the successful completion of goals and objectives. The primary responsibilities of the Employer Relations Team is to facilitate relationships and partnerships among outside employers and the university community. In addition, the Employer Relations Team generates and promotes employment opportunities to faculty, staff, and students. Finally, the Employer Relations Team coordinates career-related events such as career fairs, interviews, and on-site employer visits in order to enhance companies' exposure to the university community. For the purpose of this study, this paper will focus primarily on the Career Development and Experiential Learning Teams within The Office of Career Services.

Career Development Interventions

Full-time professionals on the Career Development Team utilize a wide variety of career development interventions in order to achieve the mission of the Career Services Office. The Career Development Team holds individual meetings with assigned students; each meeting is approximately one hour in length. Topics that are discussed during career counseling meetings vary by each individual student's circumstances at the time. However, most appointment discussion topics typically fall within four general categories: resume/cover letter composition, interviewing skills, career assessments, and job search process.

In addition to these categories, career development specialists utilize their time with individual students to promote career-related programming that the Office of Career Services has established. The centralized career services office provides over twenty-five career events on campus each academic year. Some examples of these events are the STEM Career Fair, Healthcare Fair, and Career Expo. Each career fair is accompanied by résumé boot camp events, which are designed to offer large-scale résumé critique services for students who are interested in attending a career fair.

In addition to the services and programs provided by the Career Development Team, the Experiential Learning Team also creates and implements career development interventions for undergraduate and graduate students. The Experiential Learning Program is divided into two primary departments: internships/co-ops and for-credit academic classes.

The internship/co-op program allows students to gain hands-on experience within the workplace that reinforces course content from previous semesters. The Experiential Learning Team works very closely with both the Career Development Team and the Employer Relations Team in order to identify potential opportunities for students and properly prepare the students for the application process for said opportunities. Prior to officially joining the external company, all students are required to attend and complete a mandatory orientation session. This sessions ensures students understand the experience that is about to begin and that experience's implications for not only the individual students, but also the reputation of the University as a whole. While students are employed within industry for their internship/co-op experience, the Experiential Learning Team coordinates evaluations for both the student and the site supervisor to ensure each student is successfully completing the work requirements and expectations.

In addition to the internship/co-op program, the Experiential Learning Team offers two for-credit classes for interested students. Each class is two credit hours and can be used by students as electives in their academic program of study. The first class, Career Exploration, focuses on the services provided by the Office of Career Services and how best to utilize these services as students begin their professional lives. In addition, the Career Exploration course helps students identify areas of industry that benefit from graduates of their specific programs. The Career Exploration Class is a structured delivery of career development interventions that are currently offered by the Office of Career Services.

The second class offered by the Experiential Learning Team within the Office of Career Services is the Professional Development Seminar. This course focuses on emotional intelligence, specifically utilizing the Emotional Quotient, EQ-i 2.0 by MultiHealth Systems Inc., which is an industry leading EQ assessment tool that breaks an individual's emotional intelligence quotient into fifteen subscales. The Instructor of the Course is licensed and certified to deliver and interpret the assessment results for individuals who complete it.

Workplace Emotions and Emotional Intelligence

As the American workplace is changing at such a rapid pace, historical norms are being challenged by not only the member of the workforce, specifically millennial employees, but overall perspectives are changing as well, specifically the role of relationships and emotions. Historically, the American workplace has not been a place where emotions are generally considered welcomed. In fact, companies and organizations shared a general philosophy that employees' emotions should be separated from their work duties and focus on being as effective in their professional roles as possible (Mount, Sala, & Druskat, 2006). As the prevalence of emotional intelligence in the realm of psychology has increased, and the workplace has become

more accepting of the role that emotions have in the lives of employees, scholars have begun studying how to best manage personal emotions as well as the emotions of others.

Research has shown that the ability to make sound judgements, the ability to properly prioritize tasks, and the ability to solve difficult problems are all influenced by emotions (Bechara, Damasio, & Demasio, 2000). This is important on both an individual level as well as on teams. The emotional intelligence of groups has been shown to be a common success factor in the workplace, specifically serving as an important contributor to team-level performance (Jordan & Troth, 2004). For these reasons and for this study, it is important to examine emotional intelligence and its role in the workplace. The following literature will detail the concept of emotional intelligence, the various types of emotional intelligence, currently available measurement tools of emotional intelligence, and finally, emotional intelligence's role in the workplace.

Emotional Intelligence

Emotional Intelligence, as a legitimate psychological concept, did not exist until the late 1930's and early 1940's when Thorndike and Stein (1937) and Wechsler (1940) began studying and publishing research on social intelligence as a means of obtaining success that could be explained outside the traditional IQ measures. Several decades later, in 1983, Gardner published his theory of multiple intelligences, which claimed that along with the traditional cognitive abilities, IQ, human beings also possessed intrapersonal and interpersonal skills, which were as important to success as IQ (Gardner, 1983).

The term emotional intelligence (EI) is broadly defined across existing literature, but for the sake of this study, the following definition will be used. Emotional intelligence refers to the ability to recognize one's own emotions, consciously regulate emotions once they are

recognized, identify and interpret the emotions of others, and respond to all emotional cues in an appropriate manner (Goleman, 1998; Mayer & Salovey, 1997). Within the emotional intelligence research umbrella, three primary themes of existing literature have emerged. First, Mayer and Salovey (1997) proposed the concept of emotional intelligence as an alternate form of intelligence. Throughout their research, Mayer and Salovey's (1997) emotional intelligence research has been labeled the Ability Model of Emotional Intelligence. A second theme of emotional intelligence is labeled the Mixed Model and has been studied and analyzed by Goleman (1998) and Richard (Boyatzis & Sala, 2004). The defining characteristic of the Mixed Model is how it uses emotional intelligence as the foundation for making decisions that lead to better performance and leadership, specifically within the workplace. Finally, researchers defined the Trait Model of emotional intelligence, which describes emotional intelligence as a variety of abilities and traits that an individual possesses to properly understand and expresses oneself while adapting to the external stimuli that one encounters (Bar-On, 2006). The Trait Model of emotional intelligence focuses on both the ability aspects of emotional intelligence as well as the broader personality-based aspects (Bar-On, 2006). For the purposes of this study, it is important to briefly analyze each model of emotional intelligence and how it is measured.

Ability Model of Emotional Intelligence

Mayer, Salovey, and Caruso (2004) defined emotional intelligence as, the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist though, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. The model of emotional intelligence that Mayer, Salovey, and Caruso developed is called the Ability Model, which has been widely accepted by

the academic community. Serving as the philosophical foundation of their research, Mayer, Salovey, and Caruso (2016) have used seven principles of emotional intelligence to represent and illustrate how they think about emotional intelligence. First, the Ability Model claims emotional intelligence is a mental ability. Second, emotional intelligence is best measured as an ability, hence the model name. Third, intelligence problem solving does not correspond with intelligent behavior. Fourth, a measurement of emotional intelligence must be clearly specified as a precondition for the measurement of human ability. Fifth, a measurement of emotional intelligence must draw out relevant human mental abilities. Sixth, emotional intelligence is a broad intelligence, and finally, emotional intelligence is a member of the class of broad intelligences focuses on hot information processing (Mayer, Salovey, & Caruso 2016).

The Ability Model of emotional intelligence states that individuals possesses four levels of emotional abilities. First, individuals possess the ability to perceive emotions of others (Mayer, Salovey, & Caruso 2004). According to their research, individuals successfully perceive emotions of others as well as the emotions of themselves by detecting and deciphering emotions in faces, voices, and pictures (Mayer, Salovey, & Caruso, 2004). Perceiving emotions is the first and most basic level of the Ability Model of emotional intelligence, because recognizing emotions serves as the foundation to all other levels. The second level of the Ability Model is using emotions. Individuals use the emotions they perceive to promote and facilitate thought (Mayer, Salovey, & Caruso 2004). On this level, individuals consider and weigh varying emotions and decide which emotion will influence the action that is to be taken, which is especially important when solving problems. The third level of the Ability Model is understanding emotions. Individuals possess the ability to understand emotions successfully by properly labeling emotions and understanding the unique and often complex relationship

between emotions. In addition, understanding emotions means to also understand how shifts in mood have an impact on how one's emotional state evolves over time (Mayer, Salovey, & Caruso, 2004). Finally, the fourth level of the Ability Model states that individuals learn to manage emotions. Individuals not only recognize the emotion being experienced at that time, but also possesses the ability to manage the internal feelings within oneself and make the most appropriate action (Mayer, Salovey, & Caruso 2004). This is often experienced in times of frustration; an individual recognizes the frustration and takes an action that aims to lower the level of frustration or anger during that moment.

The Ability Model of emotional intelligence is primarily measured using The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT), which is one of the most widely used and studied measures of emotional intelligence as an ability (Fiori, Antoneitti, Mikolajcak, Luminet, Hansenne, & Rossier, 2014). The MSCEIT is a 141-item questionnaire that aims to assess the four branches of emotional intelligence as an ability, is based on the research of Salovey, Mayer, and Caruso, and an individual will need 30-45 minutes to complete the assessment. The MSCEIT provides 15 main scores, which consist of one main emotional intelligence score, two Area scores, four Branch scores, and eight Task scores. The MSCEIT also includes three supplemental scores for the individual who completes the assessment (Mayer, Salovey, & Caruso, 2002). The 141 questionnaire items of the MSCEIT are answered through a Likert-type scale from 1 (not at all present/not at all effective) to 5 (very much present/effective) (Mayer, Salovey, & Caruso, 2002). While a reliable tool to test emotional intelligence as an ability, the MSCEIT does have four primary criticisms. Overall, the MSCEIT is a useful tool in assessing the emotional intelligence as an ability, yet there are other models of emotional intelligence that must be analyzed for the purposes of this study.

The Mixed Model of Emotional Intelligence

The Mixed Model approach to emotional intelligence research builds upon the research conducted by Myer and Salovey (2004, 2016) by examining the source of successful performance in the professional workplace beyond the traditional intelligence measured by IQ. Goleman's (1998) and Boyatzis's (2004) seminal research on Mixed Model emotional intelligence created the approach that is widely used today in business and professional environments. The Mixed Model uses emotional intelligence as the foundation for structuring emotionally competent behaviors that distinguish high performing individuals in the workplace from average and/or low performing individuals in the workplace (Goleman, 1998). In addition to the metrics and research provided by Salovey and Myer, the Mixed Model of emotional intelligence includes and examines other personality-based criteria. Since the focus of the Mixed Model of emotional intelligence is centered on emotional intelligence abilities within the workplace, the Mixed Model has been widely utilized by businesses and corporations.

Goleman (1998) and Boyatzis (2004) defined emotional intelligence as being not only an ability, but as a combination of abilities, traits, and personal and social competencies such as self-awareness, self-management, social-awareness, and relationship management. In the Mixed Model, self-awareness is defined as understanding one's emotions, strengths, and motives as well as limitations (Goleman, Boyatzis, & McKee, 2002). Furthermore, self-awareness is an individual's ability to clarify one's core values, the behaviors one desires to demonstrate, and the principles one wants to live by (Goleman, Boyatzis, & McKee, 2002). Individuals who demonstrate a high level of self-awareness are required to be able to assess oneself and one's capabilities in order to better understand one's emotional composition and self-control abilities in various situations, circumstances, and physical environments (Goleman, Boyatzis, & McKee, 2002).

Self-management in the Mixed Model is described as being able to interpret the perceived motions of one's self then possessing the ability to process this important information to make correct decisions. Many individuals possess the ability to understand one's own emotions, yet many individuals find it difficult at times to properly regulate and manage one's emotional state (Goleman, Boyatzis, & McKee, 2002). In essence, an individual's ability to properly manage one's self is reflected in the ability to control emotions by not allowing impulsive behaviors and feelings interfere with problem solving and decision making. Individuals with a high self-management abilities are characterized as being more flexible and less judgmental of situations as well as less negatively reactive to others' behaviors (Goleman, Boyatzis, & McKee, 2002). Problem solving and decision making situations are especially reflective of one's self-management abilities, as individuals often experience internal disruptions when feelings of stress, anger, hurt, and other negative emotions are present. Having a high level of self-management also allows an individual to be more aware of what physical environments one flourishes in, thus allowing one to determine which choice of action one desires to take as a response to an emotional cue or stressful environment (Goleman, Boyatzis, & McKee, 2002).

Social-awareness in the Mixed Model is described as being able to understand others and being open to positive and negative emotional statements and criticisms (Goleman, Boyatzis, & McKee, 2002). At the core of social awareness within the Mixed Model is empathy. Empathy allows individuals to better, and more accurately, determine the feelings and emotional reactions of others, which results in better assimilation within groups. Social awareness is dependent on an individual's ability to recognize both non-verbal emotional cues such as vocal tone, facial expressions, body language, and posture as well explicit verbal cues from others (Goleman,

Boyatzis, & McKee, 2002). Empathy, and thus social awareness, is also a critical component of building trust within relationships (Goleman, Boyatzis, & McKee, 2002).

Finally, relationship management is defined by the Mixed Model as the merging of self-awareness, self-management, and social-awareness (Goleman, Boyatzis, & McKee, 2002).

Similarly to social awareness, individuals who already possess a high ability to be self-aware and able to manage oneself, managing relationships with others becomes less of a challenge.

Individuals who have strong relationship management abilities are often characterized as possessing excellent communication skills, honesty, and empathy. Furthermore, individuals who properly manage relationships do not possess double standards, know how to provide constructive feedback, and are willing to accept feedback and admit mistakes (Goleman, Boyatzis, & McKee, 2002). Understanding how one's communications affect others as well as understanding how others perceive one's communications are at the center of relationship management. Specifically, the ability to properly communicate typically results in being able to better manage conflicts when they arise, having difficult conversations while still maintaining a level of respect, and ensuring those whom one communicates with feel valued during the conversation (Goleman, Boyatzis, & McKee, 2002).

Goleman, Boyatzis, and McKee, (2002) found that emotional intelligence is a combination of self-control, motivation, open-mindedness, tact, negotiation, and empathy (Goleman, 1998; Boyatzis, 2004). Individuals who desire to become more emotionally intelligent, within the Mixed Model lens, should assess one's self and understand one's emotional composition, take steps to become more self-confident and appreciative of one's abilities, and finally, learn to be more empathetic and respectful of others (Goleman, Boyatzis, & McKee, 2002).

To measure emotional intelligence, in the perspective of the Mixed Model approach, Goleman, Boyatzis, & McKee (2002) developed several assessments that have been widely utilized by corporate industry, non-profit organizations, and academia: the Emotional Competence Inventory; the Emotional and Social Competency Inventory; and, the Emotional Intelligence Appraisal. All three of these assessments are based on the Mixed Model of emotional intelligence developed by Goleman and Boyatzis (2002).

The Emotional Competence Inventory (ECI) is a 360-degree assessment designed to assess the emotional competencies of individuals and organizational units and is owned and authored by the Hay Group, McClelland Center for Research and Innovation (Hay Group, 2005). The ECI, originally developed in 1991, is a questionnaire that measures 18 competencies of emotional intelligence and organizes the results into four clusters: self-awareness, self-management, social awareness, and relationship management. The four clusters of emotional intelligence are the same clusters cited in the research of Goleman (1998) and Boyatzis (2004). The ECI takes individuals approximately 30-45 minutes to complete, and reliability and validity figures are published by the publisher of the instrument. The internal consistency reliability of the ECI has been found to be good, and the reliabilities, using Cronbach's Alpha, of the instrument range from .68 to .87 with an overall average reliability of .78. The validity of the ECI has been provided by The Hay Group, and the results indicate that the ECI is a valid instrument for measuring Mixed Model emotional intelligence (Hay Group, 2005).

A second measure of the Mixed Model of emotional intelligence is the Emotional and Social Competency Inventory (ESCI). Like the ECI, the ESCI is a 360-degree instrument that is designed to assess 12 competencies that differentiate outstanding performers from average or below-average performers (Hay Group, 2011). Furthermore, the ESCI measures the

demonstrations of individuals' behaviors through both the individual being assessed and those that work alongside the individual. This aspect of the ESCI makes the ESCI distinct from measures that measure ability and personality. The ESCI consists of 68 questions and individuals will spend approximately 30 minutes to complete (Hay Group, 2011). The internal consistency reliability, using Cronbach's Alpha, of the ESCI has been found to be satisfactory with an overall average internal consistency coefficient of .78. For self-ratings, the alpha coefficients, using Cronbach's Alpha, range from .47 to .76 with an overall average internal consistency coefficient of .63 (Hay Group, 2011).

A third commonly utilized measure of the Mixed Model of Emotional Intelligence is the Emotional Intelligence Appraisal. The Emotional Intelligence Appraisal is a skill-based emotional intelligence assessment that measures individuals' emotional intelligence quickly and easily by providing a user's score report based on a survey that takes individuals approximately 10 minutes to complete by limiting the questionnaire to 28 questions (TalentSmart, 2011). Along with an overall emotional intelligence score, the Emotional Intelligence Appraisal includes a scoring report on the four clusters of the Mixed Model of emotional intelligence: self-awareness, self-management, social awareness, and relationship management (TalentSmart, 2011).

According to the publisher, TalentSmart (2011), the reliabilities, using Cronbach's Alpha, for the Emotional Intelligence Appraisal yield coefficient alphas ranging from .79 to .92. Additionally, the emotional intelligence scores measured by the Emotional Intelligence Appraisal are statistically significant indicators of job performance, with regression analyses yielding results at the .001 level (TalentSmart, 2011). While the Ability Model and the Mixed Model of Emotional Intelligence have been widely researched by academia and utilized by industry, it is important to analyze the Trait Model of Emotional Intelligence.

The Trait Model of Emotional Intelligence

In addition to the Ability Model and the Mixed Model of emotional intelligence, researchers have provided a third model called the Trait Model of emotional intelligence that states individuals possess self-perceptions of one's emotional abilities and use those self-perceptions to interact with others in a productive manner (Petrides & Kokkinaki, 2007). In essence, the Trait Model of emotional intelligence concerns individual's perceptions of their emotional world instead of one's actual emotional intelligence abilities (Petrides & Furnham, 2001). Furthermore, the Trait Model of emotional intelligence is consistent with established individual differences theories in that trait emotional intelligence exists outside the realm of cognitive ability as well as incorporates existing models of personality, which is unique from the Ability Model of emotional intelligence (Petrides & Furnham, 2001; Petrides & Kokkinaki, 2007).

Within the Trait Model of emotional intelligence, the research of previous scholars on emotional intelligence has been subsumed into the work of trait emotional intelligence, specifically the work of Goleman (2005) and Bar-On (2006). Researchers of the Trait Model of emotional intelligence state that the two constructs of emotional intelligence, trait and ability, are not exclusive and co-exist within individuals (Petrides & Furnham, 2001). Specifically, the research on trait emotional intelligence emphasizes the need to alter the manner in which emotional intelligence is being assessed. For example, emotional intelligence assessments that are based on the ability model of Mayer and Salovey (1997) will provide results that are much different than assessments that contain properties of trait emotional intelligence. This is due to the fact that the ability-based emotional intelligence assessments test for actual abilities, whereas the assessments that examine trait emotional intelligence assess behavioral tendencies and self-

perceived abilities through a self-report questionnaire. Furthermore, ability-based emotional intelligence assessments should be assessed as a cognitive ability as well as dimensions of personality, thus trait emotional intelligence incorporates individual's abilities to understand, process, and utilize internal and external information and associate that information with dimensions of one's personality that reflect positive and negative reactions (Petrides & Furnham, 2001; Petrides & Kokkinaki, 2007). The Trait Model of emotional intelligence provides fifteen facets within the sampling domain. These fifteen facets are adaptability, assertiveness, emotion perception, emotion expression, emotion management, emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, and trait optimism.

Within the trait emotional intelligence construct, individuals with high scores for each of the trait emotional intelligence facets are described by the research conducted by Petrides and Furnham (2001). Individuals with high scores in adaptability perceive themselves as being more flexible and willing to adapt to new conditions. Individuals with high scores of assertiveness perceive themselves to be more willing to stand up for their rights. Individuals with high scores of emotion perception perceive themselves as being clear about their own feelings and the feelings of others. Individuals with high scores of emotion expression perceive themselves as being able to properly communicate feelings to others. Individuals with high scores of emotion management perceive themselves as being able to have an influence on others' emotions. Individuals with high scores of emotion regulation perceive themselves as being able to capable of controlling one's emotions. Individuals with high scores of impulsiveness perceive themselves as being less likely to pursue one's immediate urges. Individuals with high scores of relationships perceive themselves as being capable of having strong, interpersonal relationships.

Individuals with high scores of self-esteem perceive themselves as being self-confident. Individuals with high scores of self-motivation perceive themselves as being motivated and resistant to giving up in the face of adversity. Individuals with high scores of social awareness perceive themselves as being successful in interacting in social environments. Individuals with high scores of stress management perceive themselves as being capable of withstanding pressure in high-stress environments. Individuals with high scores of trait empathy perceive themselves as being capable of considering the perspectives of others. Individuals with high scores of trait happiness perceive themselves as being cheerful and satisfied with their lives. Finally, individuals with high scores of trait optimism perceive themselves as being confident in one's future (Petrides & Furnham, 2001).

Due to the uniqueness of the Trait Model of emotional intelligence, two primary emotional intelligence assessments have been developed to determine individual's trait emotional intelligence. The first assessment is the Trait Emotional Intelligence Questionnaire (TEIQue), which is a product of the London Psychometric Laboratory within the University College London. The TEIQue was developed by Petrides and others (2007) and is predicated on the Trait Model of emotional intelligence, which views emotional intelligence as part of an individual's personality. The developers of the TEIQue have expanded the questionnaire to include assessments for a variety of populations, which has resulted in the offering of nine unique assessments within the TEIQue Suite.

The TEIQue is the original, most comprehensive trait emotional intelligence assessment with the suite and possesses 153 items, 15 facets, 4 factors, and a global trait emotional intelligence score. The TEIQue is available free of charge and requires individuals approximately 25 minutes to complete. The TEIQue possesses a scale reliabilities of 0.71 and

0.76 for internal consistency. Furthermore, high correlations have been found between the TEIQue and Shrink's Emotional Intelligence Scale and the EQ-I (Mikolajczak, Leroy, Luminet, & Roy, 2007). In addition to the original TEIQue, the London Psychometric Laboratory also provides a TEIQue Short-Form, which consists of 30 items and requires individuals approximately 5 minutes to complete. Additionally, the London Psychometric Laboratory offers the TEIQue Adolescent Form, TEIQue Adolescent Short-Form, TEIQue 360, TEIQue 360 Short-Form, TEIQue Child Form, and TEIQue Child Short-Form.

The second trait emotional intelligence assessment that is widely used is the EQ-i 2.0 developed by Multi-Health Systems, Inc. (MHS, 2011). EQ-i 2.0 Assessment developed by MultiHealth Systems, Incorporated, is a revised and updated emotional intelligence assessment, which expands and improves the previous EQ-i emotional intelligence assessment originally developed by Reuven Bar-On (2006). The original EQ-i, originally developed in early 1990's, and was one of the most widely used assessment tool in emotional intelligence research. The revised EQ-i 2.0 emotional intelligence tool is widely used by researchers and practitioners and is backed by a significant testing publisher, MultiHealth Systems Incorporated (MHS, 2011). According to MHS publications (MHS, 2011), the EQ-i 2.0 uses a complex scoring algorithm with a self-correcting positive impression index and consistency scale. The assessment utilizes a 0.7 correlation due to the inability to control for individual personality (MHS, 2011).

The EQ-i 2.0 and the supporting consistency and reliability data are published by Multi-Health Systems, Inc. (MHS, 2011). The EQ-i 2.0 emotional intelligence assessment is a 133-item questionnaire that requires approximately 20-30 minutes for a participant to complete. Responses are made using a 5-point rating scale ranging from "Never/Rarely" to "Always/Almost Always". Rather than raw scores, EQ-i 2.0 scores are provided as standard scores (T-scores). Results are

presented numerically and graphically in the form of bar charts. Standard scores are based on a mean of 100 and a standard deviation of 15. Results are presented using a Total EI score, 5 EQ-i 2.0 Composite Scale Scores, 15 EQ-i 2.0 subscale scores, and a validity score. The Total EI score gives a general indication of an individual's overall EI and provides a snapshot view of an individual's ability to cope with environmental demands. Scores for 50% of the population fall between 90-110. During the development of the EQ-i 2.0 assessment, studies showed that the emotional quotient assessment was correlated with three indicators of emotional functioning: emotional stability, apprehension, and tension. In addition, studies have shown evidence of convergent validity, divergent validity, and discriminant validity. An additional study indicated that the EQ-i 2.0 assessment is "a promising measure of emotional intelligence" with an internal consistency that is considered quite good (alphas' = .81 to .96) (Dawada & Hart, 2000).

Emotional Intelligence in the Workplace

Emotional intelligence has been extensively studied in the fields of psychology and leadership. In addition, there has been a growing volume of research being conducted on the role of emotional intelligence within the workplace, specifically how emotions lead to critical workplace-related topics like stress, burnout, and employee turnover (Klaus, 2010; Robles, 2012). While this study does not specifically examine the role of emotional intelligence in the professional workplace, it is important to review related literature and research.

Within the modern professional workplace, emotional intelligence plays a critical role in the behaviors, satisfaction, performance, and retention of employees. For example, research has shown that employees who are more adaptable and flexible are generally higher performing employees who possess higher levels of job satisfaction than employees who are less flexible (Cullen, Edwards, Casper, & Gue, 2014). Furthermore, research has demonstrated that perceived respect and interpersonal relationships between subordinates and supervisors is positively associated with employee satisfaction, sacrifice, and overall commitment to the mission of the employer (Clarke & Mahadi, 2017). Finally, research examining emotional intelligence's impact on information technology professionals has shown that IT employees with strong emotional intelligence scores, specifically communication and adaptability, perform better than IT employees with lower emotional intelligence scores and better contributed to the organization's goals (Herndon, Powell, & Wimmer, 2017).

In addition to workplace satisfaction and performance, emotional intelligence is also strongly connected and correlated with stress and employee burnout. A study examining mental health counselors discovered that counselors who scored high on emotional intelligence assessments were less likely to leave their profession or specific positions due to employee

burnout (Gutierrez & Mullen, 2016). In addition, research has been conducted that shows employees who are more self-aware of emotions, specifically negative emotions, are less likely to succumb to impulses within the workplace that are negative performance factors (Park & Dhandra, 2017). Additionally, research has been conducted to show that stress and employee burnout are positively correlated, while emotional intelligence and employee burnout are negatively correlated (Zysberg, Orenshtein, & Gimmon, 2017). Similarly, research has shown the strong, negative relationship between emotional intelligence and anxiety, and a strong, positive relationship between anxiety and employee burnout (Sabzevar, Sarpoosh, Esmaeli, & Khojeh, 2016).

The focus on emotional intelligence as a means to assist companies and organizations better retain Millennials is important, as many of the most commonly reported negative professional traits of Millennials relate to a lack of emotional intelligence. Research has shown that Millennials lack adequate coping strategies that put them at risk of stress and anxiety, which are both related to poor performance and employee burnout (Bland, Melton, Welle, & Bigham, 2012). Furthermore, research has shown that meaningful relationships, perceived trust, and aspects of self-actualization are critically important to Millennial employees, thus adding to the common stereotype that Millennials are intrinsically motivated to be more included in workplace planning and tasks that are historically reserved for management and supervisors (Bush, 2017; Toothaker & Taliaferro, 2017).

Chapter Summary

The Millennial Generation is a unique generation of American students and professional employees who possess and demonstrate characteristics that are quite distinct from previous generations such as The Baby Boomers and Generation X. While many of these characteristics

are positive, many negative characteristics remain. Traditional professional and career development strategies have focused on the research of Super and Holland, and while effective in finding career and vocational opportunities that align with workplace and lifestyle preferences, these efforts fall short on delivering an approach that can help Millennials become more self-aware of both the individual and generational issues that are interpreted negatively within the modern, American workplace.

Through specific training and instruction, the professional development, and emotional intelligence, of Millennials can be affected while pursuing and completing a degree in higher education. Efforts at the higher education level can be continued in the professional realm due to emotional intelligence's prominence in both the educational and professional setting. The purpose of this study was to examine the impact that a professional development course has on the emotional intelligence scores of millennial college students.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The intent of this chapter is to review the methodology of the study. In this chapter, a thorough description of the research design will be presented. In addition, the methodology chapter will describe the population and research instrument that have been identified for use in this study. Finally, the methodology chapter will detail the data collection and data analysis procedures utilized.

The purpose of this study was to determine if students enrolled in the ABC 2131, Professional Development Seminar, significantly improved their emotional intelligence scores on the EQ-i 2.0 post-test from the pre-test, and to determine any correlational relationships that may exist between the EQ-i 2.0 assessment subscales. The research methodology utilized for this study supports the goals of the research and relies on quantitative results from the use of a validated emotional intelligence assessment, the EQ-i 2.0 by Multi-Health Systems, Inc. Though emotional intelligence is a concept that is widely viewed as important within the workplace, there is a lack of quantitative data using a validated emotional intelligence instrument within the higher education setting (Landy, 2005; Shutte et al., 2001). Therefore, the pre-test and post-test research design for this study aimed to determine statistical significance of improvement of emotional intelligence test scores during the 15-week Professional Development Seminar. In addition to the pre-test and post-test structure to determine statistical significance at the end of the seminar, this study aimed to examine the correlational relationships that may exist between the various EQ-i 2.0 assessment subscales for the specific study sample.

Research Questions

The purpose of this study was to examine the improvement, if any, of emotional intelligence scores of students who participated in and completed the specified professional development seminar. In addition, this study aimed to examine the relationship between emotional intelligence subscales of students enrolled in a professional development seminar that focuses on enhancing emotional intelligence. This study used survey data from students at a public, regional university and used the following research question for guidance:

- Q1. Is there a change in students' emotional intelligence scores from the pre-test EQ-I 2.0 assessment administration to the post-test EQ-i 2.0 assessment administration after completing a Professional Development Seminar aimed at improving students' emotional intelligence?

Research Design

Research (e.g., Cahill & Sedrak, 2012; Fore, 2013) demonstrated that companies are experiencing difficulty with the integration and assimilation of Millennials into the workforce, which is a problem that was not widely experienced with earlier generations such as the Baby Boomers and Generation Xers (Cahill & Sedrak, 2012). This problem results in an enormous cost to employers and organizations through advertising, interviewing, screening, and hiring. In addition, training and onboarding of new employees are time-intensive and expensive; research (Bannon et al., 2011) has indicated that employers invest 10-20% of an employee's salary on training and development. Even further, employers will see decreased customer service to clients due to the new employee's lack of experience in solving the day-to-day problems that arise as well as fostering new relationships with existing clients and customers. Finally, high turnover has a cultural impact on the organization as a whole. Data suggest Millennials' lack of emotional

intelligence is contributing to low employee retention rates of this generational group (Bannon et al., 2011).

The research design for this study was an ex post facto, One Group pre-experimental correlational quantitative research design. There was no ability to implement a random assignment, and the study sample consisted of students who voluntarily elected to enroll in the Professional Development Seminar. The individuals within the study sample were administered the EQ-i 2.0 emotional intelligence assessment by Multi-Health Systems, Inc., then completed 15 weeks of emotional intelligence training by an EQ-i 2.0 certified instructor. Throughout the 15 weeks of training, individuals were allowed to examine their own emotional intelligence scores, develop an action plan to improve or contain the emotional intelligence area of focus, then complete an individual coaching and feedback session with an EQ-i 2.0 certified professional. While the EQ-i 2.0 certified professional was often the same instructor of the seminar, the number of enrolled students resulted in additional EQ-i 2.0 certified professionals being utilized to provide the individual coaching and feedback sessions in a timeframe that would accommodate the number of students enrolled in the seminar.

At the conclusion of the 15 weeks of emotional intelligence instruction, the individuals within the study sample were administered the EQ-i 2.0 emotional intelligence assessment for a second time. The first administration of the EQ-i 2.0 assessment served as the pre-test for this study, while the second administration of the EQ-i 2.0 assessment served as the post-test for this study. The 15-week Professional Development Seminar served as the intervention.

For the Fall and Spring semesters of the Professional Development Seminar, a total of 15 weeks were available for the emotional intelligence instruction to be delivered. For the Summer semester of the Professional Development Seminar, a total of ten weeks were available for the

emotional intelligence training to be delivered. In all semesters, Fall, Spring, and Summer, the students who were enrolled in the Professional Development Seminar met at least twice per week until the seminar concluded at the end of each semester. The Professional Development Seminar was offered to students in a variety of course delivery options: fully in-person, fully online, and a hybrid format. The hybrid format was a partially in-person, partially online delivery format. Fully in-person sections of the Professional Development Seminar averaged twenty individuals per section for a total of 120 students. Hybrid sections of the Professional Development Seminar averaged 21.5 individuals per section for a total of 175 students. Finally, fully-online sections of the Professional Development Seminar averaged 50 individuals per section for a total of 155 students. Each seminar section was managed by one EQ-i 2.0 certified instructor of record as well as three additional graduate assistants who were also certified in the EQ-i 2.0 emotional intelligence assessment. The relatively small class size compared to the number of instructors created a small student-to-teacher ratio. This small ratio is intentional and was created to assist in the seminar's structure, which heavily utilized peer-to-peer coaching and discussion activities.

The instructor and graduate students who managed the Professional Development Seminar were certified to administer and interpret the EQ-i 2.0 emotional intelligence assessment to both individuals and groups. In addition, the instructor and supporting graduate students were certified to conduct individual feedback sessions that were aimed to assist the research participants in their own individual learning goals and development plans to improve their emotional intelligence. It was made clear to participants that instructors and supporting graduate students were available throughout the semester as an ongoing resource for any assistance or questions that may arise. Conducting emotional intelligence instruction within a group setting exposes students on both an educational and personal level, and removing any discomfort or

hesitation to complete the training was carefully managed by the instructor and the supporting graduate students.

The study utilized the EQ-i 2.0 emotional intelligence assessments in a pre- and post-test structure. This strategy was in alignment with the literature that recommends to include a learning methodology that allowed participants to identify areas of development through a pre-assessment and proactively engage in a program that aimed to assist in developing the individual's overall emotional intelligence (Kunnanatt, 2004; Myers & Tucker, 2005). The goal of the pre- and post-test structure of the study was to examine the significant difference between the pre-test administration of the EQ-i 2.0 and the post-test administration of the EQ-i 2.0 for the study sample to determine if the intervention (course) can account for a significant difference in scores.

Population, Sample, and Sampling

There were no participants per se in this study, instead, data from the 371 students who enrolled in the Professional Development Seminar course during academic years 2015-2017 served as the sample for this study. All students were from the state of Georgia and met the following criteria to be enrolled in the Professional Development Seminar:

- Students who were Millennials (born in the United States between the early 1980's and the early 2000's);
- Students who were enrolled in Professional Development Seminar credits (ABC2122/ABC2132);
- Students who had earned at least 60 credits in higher education; and,
- Students who were classified as having junior or senior student status.

Access to the students' EQ-i 2.0 scores was gained by approval from the Office of Career Services at the institution in which the seminar was held. Permission for access was obtained through a written request by the researcher and was signed by the Director of the Office of Career Services. Due to the ex post facto nature of the study, there was no response rate to consider as well as no need to entice the participants to complete the assessment. The assessments were completed as part of the course assignments throughout the semester.

Instrumentation

Data were collected from participants using the EQ-i 2.0 Assessment developed by MultiHealth Systems, Incorporated. The EQ-i 2.0 Assessment is a revised and updated emotional intelligence assessment, which expands and improves the previous EQ-i emotional intelligence assessment originally developed by Reuven Bar-On (MHS, 2011). The original EQ-i, originally developed in early 1990's, was one of the most widely used assessment tool in emotional intelligence research. The revised EQ-i 2.0 emotional intelligence tool is widely used by researchers and practitioners and is backed by MultiHealth Systems Incorporated (MHS). According to MHS publications, the EQ-i 2.0 uses a complex scoring algorithm with a self-correcting positive impression index and consistency scale. The assessment utilizes a 0.7 correlation due to the inability to control for individual personality (MHS, 2011).

The EQ-i 2.0 emotional intelligence assessment is a 133-item questionnaire that requires approximately 20-30 minutes for a participant to complete. Responses are made using a 5-point rating scale ranging from "Never/Rarely" to "Always/Almost Always". Rather than raw scores, EQ-i 2.0 scores are provided as standard scores (T-scores) (MHS, 2011). Results are presented numerically and graphically in the form of bar charts. Standard scores are based on a mean of 100 and a standard deviation of 15. Results are presented using a Total EI score, 5 EQ-i 2.0

Composite Scale Scores, 15 EQ-i 2.0 subscale scores, and a validity score. The Total EI score gives a general indication of an individual's overall EI and provides a snapshot view of an individual's ability to cope with environmental demands.. The range of the EQ-i 2.0 is 60-140. Scores for 50% of the population fall between 90 and 110 (MHS, 2011). According to Multi-Health Systems, Inc. (MHS, 2011), the emotional quotient assessment was correlated with three indicators of emotional functioning: emotional stability, apprehension, and tension during its development. In addition, research (2000) has shown evidence of convergent validity, divergent validity, and discriminant validity. An additional study by Dawada and Hart (2000) indicated that the EQ-i 2.0 assessment is "a promising measure of emotional intelligence" with an internal consistency that is considered quite good (alphas's = .81 to .96). The EQ-i 2.0 assessment has accurate and stable results, and for this purpose, this instrument is utilized by the Office of Career Services.

Table 1.

EQ-i 2.0 Composite Scales and Subscales

Self-Perception Composite

Self-Regard – respecting oneself; confidence

Self-Actualization – pursuit of meaning; self-improvement

Emotional Self-Awareness – understanding own emotions

Self-Expression Composite

Emotional Expression – constructive expression of emotions

Assertiveness – communicating feelings, beliefs; non-offensive

Independence – self-directed; free from emotional dependency

Interpersonal Composite

Interpersonal Relationships – mutually satisfying relationships

Empathy – understanding, appreciating how others feel

Social Responsibility – social consciousness; helpful

Decision Making Composite

Problem Solving – find solutions when emotions are involved

Reality Testing – objective; see things how they really are

Impulse Control – resist or delay impulse to act

Stress Management Composite

Flexibility – adapting emotions, thoughts, and behaviors

Stress Tolerance – coping with stressful situations

Optimism – positive attitude and outlook on life

Data Collection

For the study, historical data from the 2015-2017 academic years of ABC 2122/ABC 2132, Professional Development Seminar, courses were collected and analyzed. During the Spring, Summer, and Fall semesters of the 2015-2017 academic years, a total of 371 students enrolled and completed the course requirements of the Professional Development Seminar. All students enrolled in ABC 2122/ABC 2132 for these semesters had completed the EQ-i 2.0 Assessment developed by MultiHealth Systems as part of the course requirements. The fee to complete the EQ-i 2.0 Assessment, \$20 per participant, was paid for by the course fees generated through the enrollment of the course.

At the beginning of the semester, each student enrolled in the Professional Development Seminar was given the EQ-i 2.0 Assessment. Each individual student then received personal, emotional intelligence assessment interpretation of their scores, which provided a thorough analysis and description of the assessment subscales and how they interact with other subscales. Throughout the semester, the students enrolled in the Professional Development Seminar received instruction, accompanied by reflections and exercises, of each emotional intelligence subscale. The EQ-i 2.0 Assessment contains fifteen subscales that collectively achieve a total composite score. Given the Fall and Spring academic semester were fifteen weeks, each week was devoted to a specific subscale, with exercises that allowed students to holistically define the subscale and understand how each subscale is present in the professional workplace. During the summer, some EQ-i 2.0 subscales were combined so students could examine all fifteen subscales during the 10-week summer term. Students also learned which subscales interacted heavily with one another as well as how subscales are both positively and negatively correlated. As a requirement of the Professional Development Seminar, students enrolled in the seminar were required to complete a second administration of the EQ-i 2.0 at the conclusion of the semester.

Data Analysis

Data generated from both the pre-test and post-test administrations of the two EQ-i 2.0 administrations were used as the data source for the research questions for this study. Once the Institutional Review Board (IRB) approval was secured, data were obtained from the Office of Career Services at the institution at which the research was conducted. Once data were obtained, pre-and post-assessment EQ-i 2.0 emotional intelligence scores was input into SPSS to perform the intended statistical tests. Dependent samples t-tests were conducted to determine the impact of the Professional Development Seminar's effect on students' emotional intelligence. A

dependent samples t-test can be used to determine a change or difference between two related groups; a dependent samples t-test can determine differences between means when participants are measured on the same assessment in two different conditions (Moore & McCabe, 2012).

Tests were performed at the .05 alpha level of significance. However, for this study, the researcher did not correct for Type 1 Error rate inflation from the use of multiple t-tests. This is an important note, considering the small effect size of the data. For this reason, caution must be used when interpreting the results of the t-tests.

In addition to the dependent samples t-test, a correlation matrix was also utilized to determine if there existed any statistical relationships between the various emotional intelligence subscales of the study sample. Correlation is often used to explore the relationship among a group of variables, rather than just two variables. As previously described, the EQ-i 2.0 emotional intelligence assessment consists of fifteen subscales which are related in various ways. An additional purpose of this study was to examine the relationship between these fifteen EQ-i 2.0 subscales. In this case, it would be cumbersome to report all the individual correlation coefficients in a paragraph. Therefore, the correlational relationships among the EQ-i 2.0 subscales was analyzed and displayed in a correlation matrix in Table 3 and Table 4 to present the statistical relationships between the EQ-i 2.0 subscales more efficiently.

To determine the relationship between the various subscales of the EQ-i 2.0 emotional intelligence assessment for this study sample, a Pearson correlation was utilized. Pearson correlation is a correlational analysis that measures the linear correlation between linearly related variables (Moore & McCabe, 2012). Since the assessment output of the EQ-i 2.0 is on a ratio scale, a Pearson's correlation analysis was appropriate and beneficial to achieve the intended results of this particular study (Moore & McCabe, 2012). The use of a Pearson correlation

coefficient for this study is appropriate, because correlation coefficients measure the strength and direction of a linear relationship between two variables (Moore & McCabe, 2012). For this study, it is important to analyze the strength and direction of the EQ-i 2.0 subscales.

Reporting the Data

The purpose of this study was to examine if a difference exists between millennials' perceived emotional intelligence after attending a Professional Development Seminar that focused on emotional intelligence subscales as defined by the EQ-i 2.0 assessment developed by MultiHealth Systems, Inc. The study examined the self-reported scores of 450 research participants from their pre- and post-test administrations of the EQ-i 2.0 emotional intelligence assessment. The pre-test was administered on the first week of the seminar, and the post-test was administered on Week 14 of the seminar.

To present the findings of this study, results of the study was provided in both narrative and table forms. To answer the first research question, SPSS output tables from t-test analyses were provided in Chapter IV. To answer the second research question, a correlation matrix was provided in Chapter IV to display the statistical relationships that exist between the various EQ-i 2.0 subscales.

Limitations, Delimitations, and Assumptions

While the study provided insights that are useful for the continued research of Millennial emotional intelligence, limitations, delimitations, and assumptions exist. One limitation to this study is the participant's ability to enroll in the Professional Development Seminar. Since the Professional Development Seminar is considered an elective credit, many students are not able to enroll in the course for a variety of reasons such as financial aid and/or degree requirements. This potential impediment for student registration may serve as a limiting factor in the study,

however the effect may be insignificant. Additional groups of research participants are needed to gain a more comprehensive insight into the Professional Development Seminar's effectiveness and impact on Millennial emotional intelligence. Another limitation that exists is the fact that the assessment delivered as the pre- and post-tests for this study are identical. The use of identical assessments in a pre- and post-test approach could allow students to impact the post-test scores due to previous exposure at the beginning of the seminar. This is an important limitation for this study, because the conclusion of the study relies on the positive improvement of students' emotional intelligence from the pre-test score to the post-test scores of the EQ-i 2.0 assessment. Another limitation of this study is the short amount of time that was used for the study. Although the results of this specific study were significant, additional studies must be conducted to allow researchers to see consistency to determine if the EQ-i 2.0 improvements continue to improve during the 15-week seminar. Another limitation of this study is that the researcher did not control for Type 1 Error rate inflation for multiple analyses. Furthermore, this study has small effect sizes. For these additional limitations, readers should interpret the results of this study with caution.

One delimitation within this study's design is the small effect size, which results in findings that cannot be generalized to represent the entire Millennial population. This study highlights participant EQ-i 2.0 subscales and statistical differences within groups, yet the small sample size of research participants may not equate to a conclusive analysis of the Millennial population at the research site. While the researcher could continue to gather data from additional Professional Development Seminar cohorts, the sample for this study was satisfactory for the particular research design. While the small sample size may be a delimiting factor, the sample will be significant on the overall statistical outcomes of the study.

An assumption within this study is that when students were told that the assessment will measure their emotional intelligence, they may have been inclined to answer the questions in a way that they feel will represent them in a more positive manner. Only after the 15-week seminar do students understand the importance of balance as opposed to linear scores. The study assumes that students honestly completed the EQ-i 2.0 assessment on the post-test administration. While the possibility of students answering the EQ-i 2.0 more positively than what is accurate, the researcher of the study did assume the post-test EQ-i assessment results would show higher scores for the seminar attendees.

Chapter Summary

In summary, the methodology chapter of this paper provided a description of the overall research design, sample, instrumentation, data collection, and data analysis procedures. This study was a quantitative research design that utilized dependent samples t-tests as well as a correlation matrix to address the central research question. The study relied on data from the EQ-i 2.0 emotional intelligence assessments by Multi-Health Systems, Inc. Data were collected from the pre- and post-test administrations of the EQ-i 2.0 that was completed by undergraduate students enrolled in a Professional Development Seminar that focused on emotional intelligence training and development. The quantitative data were analyzed using SPSS, specifically utilizing t-tests to determine the statistical change in participants' emotional intelligence scores as well as a correlation matrix to display the statistical relationship between the various emotional intelligence subscales.

CHAPTER IV

REPORT OF THE DATA AND DATA ANALYSIS

Introduction

Research shows that companies are experiencing difficulty with the integration and assimilation of Millennials into the workforce, which is a problem that was not widely experienced with earlier generations such as the Baby Boomers and Generation Xers. The purpose of this study was to examine the change, if any, of emotional intelligence scores of students who participated in and completed the Professional Development Seminar. In addition, this study sought to examine the relationship between the various emotional intelligence subscales of the EQ-i 2.0 results of the research sample, students enrolled in a Professional Development Seminar that focuses on enhancing emotional intelligence.

Research Questions

The purpose of this study was to examine the improvement, if any, of emotional intelligence scores of students who participated in and completed the specified Professional Development Seminar. In addition, this study aimed to examine the relationship between emotional intelligence subscales of students enrolled in a Professional Development Seminar that focuses on enhancing the emotional intelligence. This study used survey archival data from students at a public, regional university and used the following research question for guidance:

- Q1. Is there a change in students' emotional intelligence scores from the pre-test EQ-I 2.0 assessment administration to the post-test EQ-i 2.0 assessment administration after completing a Professional Development Seminar aimed at improving students' emotional intelligence?

Research Design

As discussed in Chapter III, the research design for this study was an ex post facto, One Group pre-experimental correlational quantitative research design. There was no ability to implement a random assignment, and the study sample consisted of students who voluntarily elected to enroll in the Professional Development Seminar. The individuals within the study sample were administered the EQ-i 2.0 emotional intelligence assessment by Multi-Health Systems, Inc., then completed 15 weeks of emotional intelligence training by an EQ-i 2.0 certified instructor. Throughout the 15 weeks of training, individuals were allowed to examine their own emotional intelligence scores, develop an action plan to improve the emotional intelligence area of focus, then complete an individual coaching and feedback session with an EQ-i 2.0 certified professional. While the EQ-i 2.0 certified professional was often the same instructor of the seminar, the number of enrolled students resulted in additional EQ-i 2.0 certified professionals being utilized to provide the individual coaching and feedback sessions in a timeframe that would accommodate the number of students enrolled in the seminar.

At the conclusion of the 15 weeks of emotional intelligence instruction, the individuals within the study sample were administered the EQ-i 2.0 emotional intelligence assessment for a second time. The first administration of the EQ-i 2.0 assessment served as the pre-test for this study, while the second administration of the EQ-i 2.0 assessment served as the post-test for this study. The 15-week Professional Development Seminar served as the intervention.

Data Analysis

Results for both the pre-test and the post-test EQ-i 2.0 subscales are reported in Table 2. Self-Regard scores for both the post-test analysis show a significant difference at the .05 alpha level of significance from the Self-Regard pre-test analysis. Results show that study participants

have a higher mean Self-Regard subscale post-test score than the Self-Regard subscale pre-test score. The Self-Actualization for the post-test analysis show a significant difference at the .05 alpha level of significance from the Self-Actualization pre-test analysis. Results show that the study participants have a higher mean Self-Actualization subscale post-test score than the Self-Actualization subscale pre-test score. Emotional Self-Awareness post-test analysis shows a significant difference at the .05 alpha level of significance from the Emotional Self-Awareness pre-test analysis. Results show that the study participants have a higher mean Emotional Self-Awareness subscale post-test score than the Emotional Self-Awareness subscale pre-test score.

The Emotional Expression post-test analysis shows a significant difference at the .05 alpha level of significance from the Emotional Expression pre-test analysis. Results show that the study participants have a higher mean Emotional Expression subscale post-test score than the Emotional Expression subscale pre-test score. The Assertiveness post-test analysis shows a significant difference at the .05 alpha level of significance from the Assertiveness pre-test analysis. Results show that the study participants have a higher mean Assertiveness subscale post-test score than the Assertiveness subscale pre-test score. The Independence post-test analysis shows a significant difference at the .05 alpha level of significance from the Independence pre-test analysis. Results show that the study participants have a higher mean Independence subscale post-test score than the Independence subscale pre-test score.

Interpersonal Relationships for the post-test analysis does not show a significant difference at the .05 alpha level of significance from the Interpersonal Relationships pre-test analysis. The Empathy post-test analysis shows a significant difference at the .05 alpha level of significance from the Empathy pre-test analysis. Results show that the study participants have a higher mean Empathy subscale post-test score than the Empathy subscale pre-test score. The

Social Responsibility post-test analysis shows a significant difference at the .05 alpha level of significance from the Social Responsibility pre-test analysis. Results show that the study participants have a higher mean Social Responsibility subscale post-test score than the Social Responsibility subscale pre-test score.

The Problem Solving post-test analysis shows a significant difference at the .05 alpha level of significance from the Problem Solving pre-test analysis. Results show that the study participants have a higher mean Problem Solving subscale post-test score than the Problem Solving subscale pre-test score. The Reality Testing post-test analysis shows a significant difference at the .05 alpha level of significance from the Reality Testing pre-test analysis. Results show that the study participants have a higher mean Reality Testing subscale post-test score than the Reality Testing subscale pre-test score. The Impulse Control post-test analysis does not show a significant difference at the .05 alpha level of significance from the Impulse Control pre-test analysis.

The Flexibility post-test analysis shows a significant difference at the .05 alpha level of significance from the Flexibility pre-test analysis. Results show that the study participants have a higher mean Flexibility subscale post-test score than the Flexibility subscale pre-test score. The Stress Tolerance post-test analysis shows a significant difference at the .05 alpha level of significance from the Stress Tolerance pre-test analysis. Results show that the study participants have a higher mean Stress Tolerance subscale post-test score than the Stress Tolerance subscale pre-test score. The Optimism post-test analysis shows a significant difference at the .05 alpha level of significance from the Optimism pre-test analysis. Results show that the study participants have a higher mean Optimism subscale post-test score than the Optimism subscale pre-test score.

Demographic Profile of the Participants

This study investigated the change in students' emotional intelligence (EQ-i 2.0) scores after completing a fifteen week Professional Development Seminar that specifically provided emotional intelligence instruction. Participants in the study were college students from a comprehensive university in Southeast Georgia. The only demographic parameters that were set for this study were those that ensured the research participants were members of the Millennial Generation. This means the participants in this study were born in the United States between the early 1980's and the early 2000's). Students who participated in this study were enrolled in Professional Development Seminar credits (ABC2122/ABC2132), had earned at least 60 credits in higher education, and were classified as having junior or senior student status. Other than these demographic parameters, no other demographic guidelines were assessed for this study.

Findings

The central research question for this study was: Is there a change in students' emotional intelligence scores from the pre-test EQ-i 2.0 assessment administration to the post-test EQ-i 2.0 assessment administration after completing a Professional Development Seminar aimed at improving students' emotional intelligence? Table 2 shows the pre- and post-test results of the EQ-i 2.0 Emotional Intelligence Assessment that administered to students at the beginning and end of the Professional Development Seminar. Results of the study have shown 13 of 15 EQ-i 2.0 subscales resulted in significant improvements from the pre-test to the post-test administration. The two EQ-i 2.0 subscales that did not result in significant improvements were Impulse Control and Interpersonal Relationships.

The Impulse Control EQ-i 2.0 subscale resulted in less than significant improvement from the pre-test to the post-test for the study. This result could mean that, regardless of

instruction and activities aimed at improving impulse control, Millennials do not value improvement, or are unwilling to improve, and resist the urge to seek results that are personally satisfying. If true, results of this study confirm previous research findings (Golson, 2016) that suggest Millennials will strive to be engaged with others, be productive and hard-working, and exhibit professionalism within the workplace as long as it serves their personal interests. Furthermore, Millennials will likely continue to struggle to accept that others may interpret this motivation to satisfy oneself above others to be inappropriate, disruptive, or disrespectful (Golson, 2016).

The second EQ-i 2.0 subscale that did not result in a statistically significant improvement from the pre-test to the post-test was Interpersonal Relationships. Studies (e.g., Bannon & Meltzer, 2011; Cahill & Sedrak, 2012; Fore, 2013; Lykens & Pace, 2013; Myers & Sadaghiani, 2010) have shown that Millennials value teamwork and frequent interactions with peers and supervisors. While the outcome of the dependent samples t-test for the Interpersonal Relationship subscale did not result in significant improvement, the results validated the aforementioned characteristic. According to Multi-Health Systems, Inc., the national mean for the EQ-i 2.0 is 100 for each subscale. The pre-test Interpersonal Relationships subscale score was 105.05 while the post-test Interpersonal Relationships subscale score was 106.79. These results indicated an above-average score for Interpersonal Relationships, which is consistent with previous research. One point of interest related to the Interpersonal Relationships subscale results is the Independence subscale results. For example, the Independence subscale results for the post-test indicated a significant increase, which could have affected the improvement of the Interpersonal Relationships subscale. Perhaps, as the study's students became more independent,

the students identified less with the need to establish meaningful relationships and teamwork and more with self-direction, self-reliant, and less affected by the emotions of others.

Table 2
Results of t-test and Descriptive Statistics for the EQ-i 2.0 Pre- and Post-Tests

Outcome	Pre-Test		Post-Test		n	95% CI for Mean Difference	r	t	df	d
	M	SD	M	SD						
Self-Regard	105.26	14.61	108.02	13.45	371	-4.5, -.993	.248*	-3.07*	370	-.19
Self-Actualization	104.69	14.15	107.23	14.13	371	-4.26, -.831	.296*	-2.92	370	-.18
Emotional Self-Awareness	104.43	15.73	108.75	15.95	371	-6.34, -2.29	.215*	-4.19*	370	-.27
Emotional Expressions	101.10	15.21	104.89	15.22	371	-1.81, -3.76	.184*	-3.76*	370	-.25
Assertiveness	102.25	14.94	104.54	15.78	371	-.429, -2.42	.296*	-2.42*	370	-.15
Independence	106.08	14.49	108.00	13.97	371	-3.74, -.094	.212*	-2.07*	370	-.13
Interpersonal Relationship	105.05	14.58	106.79	14.17	371	-3.55, .065	.241	-1.896	370	-.12
Empathy	101.83	15.78	104.02	16.64	371	-4.12, -.251	.317*	-2.22*	370	-.14
Social Responsibility	104.78	13.72	106.68	15.16	371	-3.7, -.101	.258*	-2.076*	370	-.13
Problem Solving	102.61	14.68	106.38	14.46	371	-5.69, -1.84	.158*	-3.84*	370	-.29
Reality Testing	104.84	15.23	109.24	15.98	371	-6.36, -2.46	.25*	-4.44*	370	-.28
Impulse Control	103.06	14.73	104.06	15.48	371	-2.93, .948	.209	-1.005	370	-.07
Flexibility	104.23	14.24	107.77	14.82	371	-5.40, -1.68	.214*	-3.74*	370	-.24
Stress Tolerance	100.81	15.79	104.18	15.64	371	-5.32, -1.41	.257*	-3.38*	370	-.21
Optimism	103.03	14.33	105.40	13.35	371	-4.13, -.607	.224*	-2.64*	370	-.17

* $p < .05$.

In addition to examining the impact of the Professional Development Seminar on students' EQ-i 2.0 Emotional Intelligence Assessments scores, this study aimed to examine the relationship between the fifteen EQ-i 2.0 subscales. Table 3 shows the relationship between the pre-test EQ-i 2.0 subscales. Statistical analysis reveals that each Pre-Test EQ-i 2.0 subscale was positively and statistically related at the .05 level of significance to almost all of the other Pre-Test EQ-i 2.0 subscales, with only two exceptions. There was not a statistically significant relationship between Impulse Control and Assertiveness subscales. In addition, there was not a statistically significant relationship between Empathy and Independence subscales. These results indicated that students' who have high EQ-i 2.0 scores on one subscale also tend to demonstrate high subscale scores on almost all of the other subscales. Table 4 shows the relationship between the post-test EQ-i 2.0 subscales. Statistical analysis reveals that each Pre-Test EQ-i 2.0 subscale was positively and statistically related at the .05 level of significance to almost all of the other Pre-Test EQ-i 2.0 subscales, with only one exceptions. There was not a statistically significant relationship between Impulse Control and Assertiveness subscales. These results indicate that students' who have high EQ-i 2.0 scores on one subscale also tend to demonstrate high subscale scores on almost all of the other subscales.

Table 3
Correlations and Descriptive Statistics for Students' EQ-i 2.0 Pre-Test Assessments in GSU 2132: Professional Development Seminar

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Self Regard	---	.661 **	.390 **	.395 **	.457 **	.550 **	.477 **	.174 **	.427 **	.571 **	.500 **	.260 **	.392 **	.536 **	.692 **
2. Self Actualization	.661 **	---	.555 **	.353 **	.497 **	.473 **	.487 **	.354 **	.629 **	.490 **	.650 **	.266 **	.360 **	.484 **	.669 **
3. Emotional Self Awareness	.390 **	.555 **	---	.419 **	.365 **	.279 **	.379 **	.536 **	.411 **	.350 **	.696 **	.231 **	.282 **	.291 **	.441 **
4. Emotional Expression	.395 **	.353 **	.419 **	---	.254 **	.211 **	.435 **	.425 **	.338 **	.413 **	.318 **	.224 **	.387 **	.197 **	.436 **
5. Assertiveness	.457 **	.497 **	.365 **	.254 **	---	.416 **	.359 **	.194 **	.341 **	.417 **	.457 **	.055 *	.122 *	.377 **	.400 **
6. Independence	.550 **	.473 **	.279 **	.211 **	.416 **	---	.213 **	.063 *	.299 **	.650 **	.362 **	.362 **	.412 **	.430 **	.390 **
7. Interpersonal Relationships	.477 **	.487 **	.379 **	.435 **	.359 **	.213 **	---	.501 **	.504 **	.322 **	.427 **	.117 *	.407 **	.404 **	.570 **
8. Empathy	.174 **	.354 **	.536 **	.425 **	.194 **	.063 *	.501 **	---	.453 **	.210 **	.447 **	.270 **	.336 **	.178 **	.410 **
9. Social Responsibility	.427 **	.629 **	.411 **	.338 **	.341 **	.299 **	.504 **	.453 **	---	.345 **	.477 **	.215 **	.338 **	.305 **	.452 **

10. Problem Solving	.571 **	.490 **	.350 **	.413 **	.417 **	.650 **	.322 **	.210 **	.345 **	---	.460 **	.470 **	.544 **	.625 **	.523 **
11. Reality Testing	.500 **	.650 **	.696 **	.318 **	.457 **	.362 **	.427 **	.447 **	.477 **	.460 **	---	.299 **	.325 **	.530 **	.523 **
12. Impulse Control	.260 **	.266 **	.231 **	.224 **	.055	.362 **	.117 *	.270 **	.215 **	.470 **	.299 **	---	.387 **	.225 **	.290 **
13. Flexibility	.392 **	.360 **	.282 **	.387 **	.122 *	.412 **	.407 **	.336 **	.338 **	.544 **	.325 **	.387 **	---	.429 **	.448 **
14. Stress Tolerance	.536 **	.484 **	.291 **	.197 **	.377 **	.430 **	.404 **	.178 **	.305 **	.625 **	.530 **	.225 **	.429 **	---	.531 **
15. Optimism	.692 **	.669 **	.441 **	.436 **	.400 **	.390 **	.570 **	.410 **	.452 **	.523 **	.523 **	.290 **	.448 **	.531 **	---
M	105. 4	104. 71	104. 43	101. 02	102. 34	106. 01	105. 09	101. 66	104. 78	102. 66	105. 00	102. 92	104. 24	100. 97	103. 02
SD	14.5 17	14.1 79	15.6 94	15.3 41	14.9 28	14.5 19	14.4 87	15.9 57	13.7 96	14.6 96	15.1 95	14.8 20	14.2 52	15.6 90	14.2 70
Scale Min/Max Values	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5

* p < .05.

** p < .01.

Table 4

Correlations and Descriptive Statistics for Students' EQ-i 2.0 Post-Test Assessments in GSU 2132: Professional Development Seminar

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Self Regard	---	.657 **	.427 **	.402 **	.421 **	.505 **	.544 **	.256 **	.470 **	.500 **	.526 **	.297 **	.359 **	.477 **	.685 **
2. Self Actualization	.657 **	---	.599 **	.393 **	.476 **	.503 **	.584 **	.399 **	.648 **	.497 **	.727 **	.318 **	.344 **	.494 **	.702 **
3. Emotional Self Awareness	.427 **	.599 **	---	.485 **	.383 **	.315 **	.497 **	.638 **	.450 **	.376 **	.702 **	.338 **	.280 **	.318 **	.520 **
4. Emotional Expression	.402 **	.393 **	.485 **	---	.267 **	.165 **	.518 **	.409 **	.342 **	.428 **	.370 **	.294 **	.435 **	.266 **	.463 **
5. Assertiveness	.421 **	.476 **	.383 **	.267 **	---	.402 **	.394 **	.235 **	.352 **	.363 **	.482 **	0.08 *	.114 *	.405 **	.360 **
6. Independence	.505 **	.503 **	.315 **	.165 **	.402 **	---	.225 **	.123 *	.316 **	.655 **	.450 **	.438 **	.373 **	.492 **	.418 **
7. Interpersonal Relationships	.544 **	.584 **	.497 **	.518 **	.394 **	.225 **	---	.548 **	.601 **	.379 **	.499 **	.200 **	.441 **	.456 **	.634 **
8. Empathy	.256 **	.399 **	.638 **	.409 **	.235 **	.123 *	.548 **	---	.512 **	.260 **	.483 **	.306 **	.313 **	.217 **	.509 **
9. Social Responsibility	.470 **	.648 **	.450 **	.342 **	.352 **	.316 **	.601 **	.512 **	---	.387 **	.523 **	.295 **	.414 **	.360 **	.553 **

10. Problem Solving	.500 **	.497 **	.376 **	.428 **	.363 **	.655 **	.379 **	.260 **	.387 **	---	.537 **	.539 **	.579 **	.701 **	.542 **
11. Reality Testing	.526 **	.727 **	.702 **	.370 **	.482 **	.450 **	.499 **	.483 **	.523 **	.537 **	---	.370 **	.344 **	.546 **	.579 **
12. Impulse Control	.297 **	.318 **	.338 **	.294 **	0.08	.438 **	.200 **	.306 **	.295 **	.539 **	.370 **	---	.455 **	.317 **	.375 **
13. Flexibility	.359 **	.344 **	.280 **	.435 **	.114 *	.373 **	.441 **	.313 **	.414 **	.549 **	.344 **	.455 **	---	.441 **	.506 **
14. Stress Tolerance	.477 **	.494 **	.318 **	.266 **	.405 **	.492 **	.456 **	.217 **	.360 **	.701 **	.546 **	.317 **	.441 **	---	.562 **
15. Optimism	.685 **	.702 **	.520 **	.463 **	.360 **	.418 **	.634 **	.509 **	.553 **	.542 **	.579 **	.375 **	.506 **	.562 **	---
M	107. 77	107. 23	108. 75	104. 89	104. 54	108. 00	106. 79	104. 02	106. 68	106. 34	109. 24	104. 06	107. 78	104. 12	105. 39
SD	14.4 37	14.1 30	15.9 51	15.2 21	15.7 82	13.9 77	14.1 70	16.6 35	15.1 56	14.4 55	15.9 80	15.4 77	14.8 19	15.6 41	13.3 49
Scale Min/Max Values	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5	1 to 5

* p < .05.

** p < .01.

Summary of Findings

In summary, the data provided indicated that the Professional Development Seminar has a positive effect on students' EQ-i 2.0 subscales, which is evident by the increase in mean scores for each of the subscales. Thirteen of the fifteen EQ-i 2.0 subscales increased at a statistically significant level from the pre-test EQ-i administration to the post-test administration. The only EQ-i 2.0 subscales that did not result in a statistically significant increase from the pre-test to the post-test administrations was Impulse Control and Interpersonal Relationships. While the results for these two subscales were not significant, the Cohen's *d* values indicate positive movement from the pre-test to the post-test administrations for both subscales. In addition, the correlation tables for both the pre-test as well as the post-test indicate the strong, positive correlation amongst the various EQ-i 2.0 subscales. Since the EQ-i 2.0 subscales are positively correlated to each other, these findings indicate students' improvement on one EQ-i 2.0 subscale will result in a positive impact on other EQ-i 2.0 subscales.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study was to determine if students enrolled in the ABC 2131, Professional Development Seminar, would significantly improve their emotional intelligence scores on the EQ-i 2.0 post-test from the pre-test, and to determine if any correlational relationships may exist between the various EQ-i 2.0 assessment subscales. The research question was as follows: Is there a change in students' emotional intelligence scores from the pre-test EQ-i 2.0 assessment administration to the post-test EQ-i 2.0 assessment administration after completing a Professional Development Seminar aimed at improving students' emotional intelligence? Research (e.g., Heckman & Kautz, 2012; Klaus, 2010; Multi-Health Systems, 2011) has shown that emotional intelligence has become the most desired traits of college graduates by employers, yet many college graduates are lacking in the development of interpersonal and communication skills. This study examined if colleges and universities could target emotional intelligence and improve students' emotional intelligence prior to entering the workforce.

The researcher examined the impact of a Professional Development Seminar at a comprehensive university in Georgia. The Professional Development Seminar specifically focused on the fifteen EQ-i 2.0 subscales throughout the duration of the course. Three hundred and seventy-one (371) students participated in the study. The participants of the study were all college students within the Millennial Generation. Additionally, all college students were classified as either Junior or Senior Level students at the university. At the beginning of the seminar, students received the EQ-i 2.0 as the pre-test for the study. At the conclusion of the seminar, students received the EQ-i 2.0 once again to serve at the post-test for the study.

Discussion of the Research Findings

Results of the quantitative data from the 371 Millennial college students were collected by the EQ-i 2.0 pre- and post-test administrations during the Professional Development Seminar. The following research question guided the study: Is there a change in students' emotional intelligence scores from the pre-test EQ-i 2.0 assessment administration to the post-test EQ-i 2.0 assessment administration? This research question addresses a significant gap in the body of literature regarding Millennial emotional intelligence. For example, numerous studies show that emotional intelligence is one of the most highly desired skills in the workplace (MacDermott & Ortiz, 2017; Montague & Violette, 2017; Tulgan, 2016). In addition, a large amount of research (Bannon et al., 2011; Cahill & Sedrak, 2012), has examined the common traits of Millennials, outside of emotional intelligence. However, there has not been a significant amount of research conducted on Millennial emotional intelligence and if colleges and universities could impact Millennial emotional intelligence through seminars and instruction.

The data provided findings from this study indicated that the Professional Development Seminar has a positive effect on students' EQ-i 2.0 subscales, which is evident by the increase in mean scores for each of the subscales. Thirteen of the fifteen EQ-i 2.0 subscales increased at a statistically significant level from the pre-test EQ-i administration to the post-test administration. The only EQ-i 2.0 subscales that did not result in a statistically significant increase from the pre-test to the post-test administrations were Impulse Control and Interpersonal Relationships. While the results for these two subscales were not significant, the Cohen's *d* values indicated positive movement from the pre-test to the post-test administrations for both subscales. In addition, the correlation tables for both the pre-test as well as the post-test indicated the strong, positive correlation among the various EQ-i 2.0 subscales. These findings support the notion that students' improvement on one EQ-i 2.0 subscale will likely have a positive and significant effect on other EQ-i 2.0 subscales as well as one's overall emotional intelligence. In this chapter, conclusions are presented first, followed by recommendations, limitations, and directions for additional and future research.

Conclusions

The results of this study highlight several conclusions that emerge. First, this study demonstrates that emotional intelligence can be taught in the academic classroom. This study examined the impact of students' completion of a 15-week classroom-based seminar that focuses on emotional intelligence. The results of this study highlight the positive effect made by the attendance of the Professional Development Seminar. At the conclusion of the 15-week seminar, all 15 post-test EQ-i 2.0 subscales had a higher mean than the pre-test EQ-i 2.0 subscales, yet 13 out of 15 subscales resulted in statistically significant improvement. The results of this study support the previously determined findings by Goleman (2005) that suggest emotional intelligence is a skill that is teachable.

The second conclusion that emerges from the results of this study is that self-perception and stress management have an overall positive impact on one's overall emotional intelligence. For both the pre-test subscale results and the post-test EQ-i 2.0 subscale results, the three subscales that make up the self-perception composite (self-regard, self-actualization, and emotional self-awareness) were positively correlated with all other EQ-i 2.0 subscales. In addition, the three subscales that make up the stress management composite (flexibility, stress tolerance, and optimism) were positively correlated with all other EQ-i 2.0 subscales. These results indicate that individuals with higher levels of self-confidence, higher drive to seek meaning and purpose, and an increased ability to recognize and understand one's emotions are generally higher in all other emotional intelligence related areas. Similarly, individuals who respond more easily to change, possess higher tolerances to stressful situations and environments, and have a more positive outlook on life are also generally higher in all other emotional intelligence related areas. This means that individuals who are confident in their abilities and are able to respond to change quickly and easily will be more productive in the workplace. Employers can focus on strengths-based training programs as well as change management initiatives to foster learning environments that encourage growth and development in those specific areas.

The results of this study add to the growing body of literature in two essential ways. First, it confirms that Millennial students have very high levels of self-regard and perceive themselves in a positive light, which is indicated by the above-average mean of the self-regard EQ-i 2.0 subscale for both the pre- and post-test results. This supports previous research (e.g., Bannon, Ford, & Meltzer, 2011) in that Millennials may experience difficulty integrating into the professional workplace due to their often unrealistic expectation that they can easily handle the responsibilities of the job without structured preparation and training. However, this study also shows that Millennials' emotional intelligence subscales can be affected if they are given an intentional development program that is aimed at addressing the common, emotional intelligence related concerns of the generation (Cahill & Sedrak, 2012; Lykens & Pace, 2013). For example, all 15 subscales scores were shown to increase after the Professional Development Seminar. Additionally, the two subscales that reflected the greatest change from the pre- and post-test administrations was Reality Testing and Emotional Self Awareness. This supports the belief that a seminar that focusing on emotional intelligence can assist Millennial students' ability to more objectively interpret their immediate circumstances and surroundings as well as better recognize and understand their emotional responses to those circumstances and surroundings (Cahill & Sedrak, 2012; Lykens & Pace, 2013). Overall, this study shows that with new knowledge and better understanding of how one interacts with co-workers and how others perceive them, Millennial students can improve their overall emotional intelligence (Brackett, Rivers, & Salovey, 2011). Specific to the EQ-i 2.0 emotional intelligence assessment, this study has shown that instruction specifically focusing on the EQ-i 2.0 subscales can improve students' scores on the EQ-i 2.0.

Implications

Research (e.g., Cahill & Sedrak, 2012; Fore, 2013) has shown that companies are experiencing difficulty with the integration and assimilation of Millennials into the workforce, which is a problem that was not widely experienced with earlier generations such as the Baby Boomers and Generation Xers. Additionally, studies (e.g., Codier, Kamikawa, Kooker, & Shoultz, 2009; Magnano, Crapraro, & Paolillo,

2016) have shown that emotional intelligence is correlated with higher job performance, employee commitment, and workforce retention. For this reason, studies (e.g., Heckman & Kautz, 2012; Klaus, 2010; Multi-Health Systems, 2011) have shown emotional intelligence has become one of the most desired traits of college graduates by employers, yet many college graduates are lacking in the development of these interpersonal and communication skills. Specific to the EQ-i 2.0 emotional intelligence assessment, this study has shown that instruction specifically focusing on the EQ-i 2.0 subscales can improve students' scores on the EQ-i 2.0. The implications of this study can be directly associated with the impact of each of the 15 EQ-i 2.0 subscales.

Results demonstrated an improved self-regard, self-actualization, and emotional self-awareness scores for students who completed the Professional Development Seminar. If college graduates possess higher levels of self-regard, employers should expect to experience employees who have more self-confidence and appreciation of themselves, inner-strength, and self-satisfaction (Bradberry & Greaves, 2009; Stein & Book, 2011). If college graduates possess improved levels of self-actualization, employers can expect employees who seek to develop enjoyable and meaningful activities which lead to maximizing their abilities and talents (Bradberry & Greaves, 2009; Stein & Book, 2011). When college graduates possess higher levels of emotional self-awareness, employers should expect employees who are more self-aware, which enables employees to understand what they are feeling and why they are experiencing these emotions (Bradberry & Greaves, 2009; Stein & Book, 2011). Employees with higher levels of emotional self-awareness often experience more meaningful relationships, respond to challenging circumstances more effectively, and impact the overall productivity of the greater team due to their ability to objectively understand why they are feeling a certain way, then responding in an effective manner (Stein & Book, 2011).

Additionally, this study resulted in improved emotional expression, assertiveness, and independence for students who completed the Professional Development Seminar. If college graduates possess higher levels of emotional expression, employers can expect employees who properly regulate the

verbal and non-verbal expressions in most situations (Stein & Book, 2011). Employees who exhibit effective emotional expressions are often more open and congruent with others regarding the emotional messages they send out, which results in more effective relationships within the workplace (Stein & Book, 2011). If college graduates possess higher levels of assertiveness, employers should expect employees that are able to freely express feelings, beliefs, and thoughts openly while still able to stand up for their personal rights (Bradberry & Greaves, 2009; Stein & Book, 2011). Assertive employees are able to be direct when expressing their beliefs, yet they are not offensive while doing so (Stein & Book, 2011). College graduates who have higher independence scores on the EQ-i 2.0 are self-directed and self-controlled with their emotions within the workplace. Employers who hire college graduates with high independence subscales can expect those employees to be more self-reliant and more decisive in making decisions that impact the individual scope of work or the team as a whole (Bradberry & Greaves, 2009; Stein & Book, 2011).

This study also resulted in higher interpersonal relationships, empathy, and social responsibility subscales. College graduates who possess higher interpersonal relationships score are described as able to forge relationships that are mutually satisfying (Stein & Book, 2011). Employers who hire college graduates with higher interpersonal relationships scores should expect professionals who possess the ability to forge productive relationships that are built upon trust and compassion, rather than self-serving interests (Bradberry & Greaves, 2009; Stein & Book, 2011). College graduates who possess higher empathy subscale scores can be described as being sensitive to what, how, and why others feel (Stein & Book, 2011). Employers who hire and manage graduates with higher empathy scores should expect professionals who genuinely care about others, show interest and concern for others, and are able to, and prefer, to operate in a collaborative environment as opposed to an adversarial environment (Bradberry & Greaves, 2009; Stein & Book, 2011). Collaboration and teamwork are closely related to the social responsibility subscale, which this study showed is another area that improved after the students completed the Professional Development Seminar. College graduates who are high in social responsibility

are described as able to willingly contribute to the welfare of others, both society as a whole as well as an individual social group (MHS, 2011). Employers who hire college graduates who possess higher scores of the social responsibility subscale should expect employees who operate in a altruistic, responsible manner, even when the outcomes of their actions and efforts may not lead to immediate personal or professional gain (Bradberry & Greaves, 2009; Stein & Book, 2011).

Problem solving, reality testing, and impulse control were subscales this study showed improvement on as well for students who completed the Professional Development Seminar. Problem solving is defined as the ability to resolve problems with effective solutions when emotions are involved (MHS, 2011). Employers who hire college graduates with higher problem solving subscales should expect those employees to be disciplined, conscientious, methodical, and systematic in approaching and overcoming problems within the workplace (Bradberry & Greaves, 2009; Stein & Book, 2011). College graduates who possess higher scores on the reality testing subscale are described as being more objective within situations where personal bias and past experiences tend to be more influential (Stein & Book, 2011). Employers who hire college graduates with higher reality testing subscales can expect their employees to demonstrate the ability to maintain focus, stay objective, and accurately assess each situation with clarity and rational thought (Bradberry & Greaves, 2009; Stein & Book, 2011). Impulse control is described as the ability to resist or delay an impulse, drive, temptation, or action (MHS, 2011). College graduates who possess high impulse control abilities are described as composed, non-aggressive, and responsible within the workplace (Stein & Book, 2011). Employers should expect college graduates with high impulse control to consider all perspectives and contributing aspects before action is taken, and are proactive in their planning processes (Bradberry & Greaves, 2009; Stein & Book, 2011).

Finally, this study resulted in improvements for the flexibility, stress tolerance, and optimism subscales of the EQ-i 2.0. Flexibility is defined as the ability to adjust one's emotions, behaviors, and thoughts during changing conditions and environments (MHS, 2011). College graduates who are high in the flexibility subscale can be described as able to adapt to unfamiliar, unpredictable, and dynamic

situations and circumstances (Stein & Book, 2011). Employers who hire college graduates who are high in the flexibility subscale should expect employees who are open and tolerate of different ideas, opinions, orientations, and practices; employers should also expect employees who can easily shift and pivot based on the feedback they receive from management and peers (Bradberry & Greaves, 2009; Stein & Book, 2011). This study also resulted in improvements in the stress tolerance subscale. College graduate with high stress tolerance scores are described as able to withstand stress situations and cope with substantial challenges without developing physical or emotional symptoms (Stein & Book, 2011). Employers who hire college graduates with high stress tolerance subscales should expect employees who are resourceful in finding suitable methods to overcome stress when they experience it, while staying calm and maintaining control over the situation that is causing the stress (Bradberry & Greaves, 2009; Stein & Book, 2011). Optimism is another area this study resulted in higher scores for the students who completed the Professional Development Seminar. College graduates with high optimism subscales can be described as the ability to maintain a positive attitude and perspective, even while facing difficulty (Stein & Book, 2011).

Beyond the EQ-i 2.0 related subscales, this study revealed evidence of positive impact on Millennial emotional intelligence. Previous research on the Millennial generation has indicated a desire to be immediately integrated and accepted into the workforce without haste. Research has also indicated that millennials are not successful in this effort. This study helps educators by adding to the literature that an intentional, emotional intelligence-focused seminar that focuses on professionalism can have a positive impact in students' overall and specific emotional intelligence subscales. This study demonstrates that with a greater understanding of emotional intelligence and of its various subscales, students are better able to identify scenarios and examples that are associated with each subscale. This greater understanding of the subscales and emotional intelligence as a whole allows one to react in a way that is more emotionally intelligent. The results of this study show that students are better prepared to identify their own emotion at hand, understand the emotion of their peers or colleagues, and react in a way that is both productive yet

harmonious and not aggressive. Since the results of this study will be shared with officials from the research site, this study could be potentially useful to administrators when making decisions on program funding and other related resources.

Recommendations

The results of this study showed significant differences between pre- and post-test administrations of the EQ-i 2.0 assessment for 13 of 15 subscales. Further research could be conducted to better understand this result. For example, is there a difference between males and females? Is there a difference between minority and white students? In addition, what, if any, factors, such as GPA, first-generation student, socio-economic status, etc are correlated with emotional intelligence? Future research could be conducted to analyze these examples. Furthermore, this study does not specifically conclude that the seminar is solely responsible for the higher EQ-i 2.0 subscales due to the lack of a control group. Further research must be conducted in a manner that is truly experimental, which would have a control group of students who did not enroll in the Professional Development Seminar. The pre- and post-test EQ-i 2.0 administrations of the control group could be compared with the pre- and post-test EQ-i administration of the group of students who did enroll and complete the Professional Development Seminar. Research could also be conducted that included a predictive component that could, perhaps, identify if any EQ-i 2.0 subscale could predict an academic metric such as academic performance, first-year completion rates, and/or participation in intramural recreation. While this study is beneficial to the field of emotional intelligence and education, there are limitations within this study that exist, and further research can address these gaps. Finally, research could be conducted within the professional environments to determine if there is a difference in employee performance, attrition, and/or likelihood to receive promotion and advancement opportunities.

Dissemination

The results of this study would provide meaningful and actionable insights for many stakeholder within the higher education industry. These data would enable collegiate professors and other academic

staff to justify their inclusion of emotional intelligence-related content and instruction into their instructional designs and delivery. Career Services-related professional within colleges and universities could utilize the results of this study to either create or expand their career development intervention strategies to enable college students to better prepare themselves in both academic as well as emotionally intelligence aspects of their preparation. Finally, employers would benefit from this study in knowing that colleges and universities can assist in developing the skills and traits that employers seek from applicants and employees prior to entering the professional workforce. Many colleges and universities could partner with employers to create and/or expand emotional intelligence-related instruction.

Impact Statement

Research shows that companies are experiencing difficulty with the integration and assimilation of Millennials into the workforce, which is a problem that was not widely experienced with earlier generations such as the Baby Boomers and Generation X. This problem results in an enormous cost to employers and organizations through advertising, interviewing, screening, and hiring. This dilemma is, in part, evidence that colleges and universities as a whole are not doing enough to properly train and educate Millennials on their own professional and career development before they enter the professional workplace. To help solve this problem, colleges and universities should focus more on developing students' emotional intelligence. This should assist with graduates' ability to integrate and "fit in" in the workplace by developing their ability to express themselves emotionally while maintaining empathy, which will assist in developing interpersonal relationships that encourage collaboration and mutual respect in the workplace. This research provided a unique analysis of the effect that a college/university instruction seminar focusing specifically on emotional intelligence can have on the emotional intelligence of Millennials.

Data collected and analyzed in this study add to the limited body of literature that indicates millennials can improve how to handle their unique generational traits. The improvement in Millennial emotional intelligence will benefit employers as organizations continue to reform and, in most cases,

invent internal approaches to increasing millennial retention in the workplace. The research uncovered that instruction that focuses specifically on various aspects of emotional intelligence resulted in significant improvements on almost all areas of focus. Specifically, only two EQ-i 2.0 subscales did not result in a statistically significant improvement, however the study did indicate some, although not significant, improvement. The researcher for this study hopes these data and the outcomes of the study will serve as motivating factors for additional research into Millennials and the emotional intelligence of Millennials. Additionally, it is the hope of the researcher of this study that these data will encourage both colleges and employers to proactively seek development opportunities and educational initiatives that target emotional intelligence of all employee age groups, especially Millennials as they become the largest segment of the workforce population. The impact of this research will be to motivate colleges, universities, and employers to leverage emotional intelligence training as a tool to expand the skillsets of Millennial employees to enhance productivity, retention, and the overall culture of organizations and institutions.

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APPENDIX A

Georgia Southern University Office of Research Services & Sponsored Programs Institutional Review Board (IRB)	
Phone: 912-478-5465	Veazey Hall 3000 PO Box 8005 Statesboro, GA 30460
Fax: 912-478-0719	IRB@GeorgiaSouthern.edu

To: Pollett, Jason; Melton, Teri

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees (IACUC/IBC/IRB)

Approval Date: 10/31/2018

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered **H19131**, titled **"Emotional Intelligence Education of Millennials in Undergraduate Education,"** it appears that your research involves activities that do not require full approval by the Institutional Review Board (IRB) according to federal guidelines. In this research project research data will be collected anonymously.

According to the Code of Federal Regulations Title 45 Part 46, your research protocol is determined to be exempt from full review under the following exemption category(s):

- 134 Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Any alteration in the terms or conditions of your involvement may alter this approval. *Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that your research, as submitted, is exempt from IRB approval. You will be asked to notify the IRB upon project completion. If you alter the project, it is your responsibility to notify the IRB and acquire a new determination of exemption.*

Sincerely,



Eleanor Haynes
Research Integrity Officer

APPENDIX B

LETTER OF COOPERATION



September 30, 2018

Human Subjects - Institutional Review Board
Georgia Southern University
P.O. Box 8005
Statesboro, GA 30460

To Whom It May Concern:

Jason M Pollett has requested permission to collect research data from EQ-I 2.0 Student Assessments at Georgia Southern University Office of Career and Professional Development through a project entitled "Emotional Intelligence of Millennials: An In-Depth Analysis of Emotional Intelligence Training of American Millennial College Students" (Title Subject to Change). I have been informed of the purposes of the study and the nature of the research procedures. I have also been given an opportunity to ask questions of the researcher.

The data requested includes EQ-i 2.0 Student Assessment data collected via GSU 2132, Professional Development Seminar. The data collected will be in the form of results of activities regularly required in the classroom as part of the standard curriculum. The data can be provided to the researcher without parental permission under our Georgia Southern University Family Educational Rights and Privacy Act (FERPA) policy. The data will be provided to the researcher without student names, id numbers or other identifiers.

As a representative of Georgia Southern University Office of Career and Professional Development, I am authorized to grant permission to have the researcher utilize data from our office. The researcher has agreed to the following restrictions: provide a copy of published conclusions or results to the Georgia Southern University Office of Career and Professional Development.

If you have any questions, please contact me at (912)-478-5197.

Sincerely,

A handwritten signature in blue ink, appearing to read "Glenn D. Gibney", written over a horizontal line.

Glenn D. Gibney
Director
Office of Career and Professional Development
Georgia Southern University